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ABSTRACT

This almanac contains seven articles on current issues in higher education and a report on current faculty salaries. Part 1 includes the following articles: (1) "Faculty Salaries, 1993-94" (John B. Lee), which tracks national and state salary trends; (2) "Workload and Productivity: Case Studies" (Henry L. Allen), which presents case studies of state university systems in Arizona, California, Florida, Minnesota, Mississippi, and Texas; (3) "College Faculty as Teachers" (Martin J. Finkelstein), which reviews research on college teaching and faculty attitudes towards teaching; (4) "Bargaining: Restructuring and Labor" (Christine Maitland and others), which analyzes contracts at over 200 colleges and universities; (5) "State Policy and Budget Developments" (William Zumeta), which examines the effect of state policy and budgetary trends on higher education; (6) "Benefits and Retirement, 1992-93" (Jay L. Chronister), which analyzes expenditures for fringe benefits and reviews the factors that affect these benefits; and (7) "Administrative Staff: Salaries and Issues" (David C. Montgomery and Gwendolyn L. Lewis), which describes the trends in the demographics, qualifications, and compensation of higher education administrators. Part 2 provides information on faculty salaries at 3,164 institutions, with the data presented by state, institution type, and control. (MDM)

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The NEA 1995 Almanac of Higher Education

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OVERVIEW

by Rebecca L. Robbins

***Rebecca Robbins** is the coordinator of NEA higher education publications. Before joing the NEA staff, Robbins held a faculty position at the Arizona State University where she taught intercultural communication and education theory.*

Robbins conducted her postdoctoral research in communication at the University of Texas at Austin. She received her Ph.D. in education theory and policy from the Pennsylvania State University.

Robbins is an enrolled member of the Standing Rock Sioux Tribe in North Dakota. Her research focuses on analyses of verbal and nonverbal communication between American Indians and non-Indians.

Welcome to the 1995 edition of the *NEA Almanac of Higher Education*.

In the pages that follow, readers will find a comprehensive set of essays that detail the current status of the higher education enterprise—and the men and women who have devoted their careers to it.

This issue of the *Almanac*, we believe, sets the standard for debate on issues that range from accountability, workload, and salaries to the fiscal conditions of colleges and universities and the role of unions in higher education.

The essays in this volume, each prepared by leading scholars in the field, track a wide array of data and draw a host of conclusions sure to stimulate further discussion and study.

But the *NEA Almanac* is more than a collection of thoughtful essays. *The Almanac* is a reference readers will want to keep close at hand. Inside, for instance, you'll find a state-by-state, institution-by-institution listing that documents the compensation earned by faculty in higher education.

The *1995 Almanac* is only part of the NEA publishing program in higher education. Besides the annual *Almanac*, NEA members in postsecondary education also receive the *NEA Higher Education Advocate*, a monthly newsletter during the academic year, and *Thought & Action*, the NEA biannual journal of higher education.

As always, we appreciate any comments or suggestions you may have on any of the NEA publications in higher education.

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FOREWORD

by Harold S. Wechsler

Harold S. Wechsler ***is an associate professor in the Margaret S. Warner Graduate School of Education and Human Development, University of Rochester.***

A former editor of NEA higher education publications, Wechsler has published books and articles on student access to higher education, on the history of the disciplines, and on education for business and for teaching.

Wechsler is currently writing a history of middle colleges—high schools for at-risk students located on community college campuses—and a history of efforts to reduce racial and ethnic prejudice on college campuses. He directs the NEA Higher Education Resource Center, located at the Warner School.

Now that the worst effects of the last recession are over, what about the long-term prospects for higher education? Will the proportion of revenues earmarked for higher education by the states continue to decline? Will states and administrators demand additional faculty "productivity"? Will the seemingly unending increases in the cost of benefits affect salaries? Will faculty and staff unions devote increased attention to the professional development of their members? Will changes in technology fundamentally alter the academy? Asking these questions—and providing creative responses—is inescapable, say the authors of the *NEA 1995 Almanac of Higher Education*.

Faculty salaries, John Lee finds in "Faculty Salaries, 1993-1994," increased 3.4 percent last year, just slightly more than the inflation rate. But faculty purchasing power increased only 0.8 percent, and still remains 2 percent below its historic peak. The gender gap in academic salaries *increased* during the same 20-year period; the advantage favored males by 24 percent last year. Seniority, Lee suggests, will help women to overcome this deficit. But he predicts greater difficulty in reversing the declines in the purchasing power of average faculty salaries in public institutions, especially community colleges, and in poorer, less populous states.

The recession and concomitant cutbacks in state appropriations, notes Henry Allen, author of "Workload and Productivity: Case Studies," affected the organization of academic work. Faculty members were frequently criticized for inattention to teaching at a time when tuition revenues accounted for a greater proportion of college and university budgets. Reorganizing academic work and increasing productivity, Allen concludes, requires thoughtful, not defensive, responses from all parties.

Increasing teaching effectiveness, one method of increasing productivity, has received sustained attention from educational researchers. Martin Finkelstein's essay, "College Faculty as Teachers," synthesizes the results of this scholarship. Finkelstein, a professor of education at Seton Hall University, directs the New Jersey Institute for Collegiate Teaching and Learning. College and university faculty members, Finkelstein concludes, saw themselves primarily as teachers, spent much of their time teaching—mainly by lecture—and devoted greater attention to

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teaching as their careers progressed. But, he adds, insufficient preparation for the first job, or inadequate support at subsequent intervention points, often led to stress and burnout. Faculty development, Finkelstein concludes, required collegial *and* institutional support.

Unions, note Christine Maitland, Rachel Hendrickson, and Gary Rhoades in "Bargaining: Restructuring and Labor," must also adopt a longer perspective. Many units groped for contractual language to cover new working conditions for faculty members and staff, especially in the areas of technology, workload, and salary structure. Contracts, the authors conclude, were often defensive—providing grievance protections, for example—but did not give faculty members a voice in decisions on productivity increases or changes brought about by technology. Article coauthor Gary Rhoades, a new addition to the roster of *Almanac* writers, is a professor of higher education at the University of Arizona who brings his substantial experience in contract analysis to this essay.

State higher education appropriations, William Zumeta shows in "State Policy and Budget Developments," in FY 1994 increased by 2.9 percent from 1993. But the higher education sector faced increasingly stiff competition for funding from other social services—especially health care, welfare, and criminal justice. The easing of short-term pressures, Zumeta adds, presents the occasion for contemplating long-term alternatives.

The recent national health care debate sparked campus discussion of the cost and adequacy of benefits for faculty and staff. The cost of providing health care to faculty members, Jay Chronister shows in "Benefits and Retirement," increased by between one-third and one-half during the last three years. This benefit now routinely makes up one-quarter to one-third of benefit expenditures, thereby outstripping increases in the costs of other benefits. Increased co-payments, coming at a time of marginal salary increases, meant added pressure on the budgets of faculty members as well as institutions.

The salaries of administrators, note Gwendolyn Lewis and David Montgomery, authors of "Administrative Staff: Salaries and Issues," grew by 3.2 percent last year. But the restructuring occurring on many campuses, Lewis and Montgomery add, portends long-term consequences for staff members. Some administrators are concluding, for example, that efficiency requires a reversal in the 20-year trend towards growth in administrative support positions. Such a reversal, the authors conclude, could affect the number and proportion of faculty positions as well.

The publication of this *Almanac* reflects the strong support received from the University of Rochester and from NEA governance and staff. Ingrid Overacker and Douglas Pratt, who are studying for graduate degrees at the University of Rochester, provided research and editorial assistance. The Higher Education Program of the university's Margaret S. Warner School of Education and Human Development facilitated the administration of the project. Special thanks to HEP faculty members Henry Allen, author of "Workload and Productivity: Case Studies," Randall Curren, Lynn D. Gordon, Bruce Kimball, and Philip Wexler. Elizabeth Drew, Dorothea Horton, and Betty J. Poole provided expert administrative support.

The *Almanac* also combines the talents of staff members in three NEA divisions. Thanks to colleagues in NEA Membership and Affiliates including Christine Maitland and Rachel Hendrickson, coauthors of "Bargaining: Restructuring and Labor," Kristeen Hanselman, Irma M. Johnson, and Donna Ullman. Thanks also to Bronwyn Detalla, Ronald Henderson, Linda J. Hill, Art Parsons, Deagelia Pena, and Barbara Valentine of NEA Research, and to Barbara Bohrer Haff, Sam Pizzigati, and Rebecca L. Robbins of NEA Publishing.

Finally, thanks to the NEA Higher Education Research Advisory Committee; VirginiaAnn G. Shadwick, NCHE president; and to Kristine L. Anderson, a committee member and a sociologist of education, for continued advice and encouragement.

FACULTY SALARIES, 1993-1994

by John B. Lee

John Lee ***is president of JBL Associates, Inc., in Bethesda, Maryland. JBL Associates is a consulting firm specializing in postsecondary education policy issues. His doctorate is in higher education from the University of California, Berkeley.***

Lee started his career as an instructor at Laney Community College in Oakland, California, where he served as academic senate president and president of the teacher's union. Subsequently, he worked for Stanford Research International (SRI), the Education Commission of the States, the U.S. House of Representatives' Education and Labor Committee, and Abt Associates.

Lee's areas of specialization and research include student aid policy and higher education governance and finance.

The national average faculty salary in 1993-1994 was $46,360, up 3.4 percent from $44,843 in 1992-1993. The worst effects of the recent recession abated last year, and higher education spending rebounded, but the increase in faculty salaries was only marginally higher than the 2.6 percent increase between 1991-1992 and 1992-1993. Faculty purchasing power remained below its 1972 peak.

Gender, type of institution, unionization, and location were associated with higher salaries:

- Male full-time faculty members earned 24 percent more than females.
- Salaries in four-year institutions exceeded community college salaries by an average of 18 percent.
- Faculty members in institutions with bargaining agreements earned higher salaries—$9,354 more in four-year institutions, $9,426 in community colleges.
- Faculty salaries varied widely among states. New Jersey provided the highest average salaries; North Dakota, the lowest.
- Independent colleges and universities offered higher average salaries than public institutions; the differential was $1,545.

OVERVIEW

Data Sources

This article draws upon three reports of faculty salaries. The National Center for Education Statistics (NCES), part of the U.S. Department of Education, requests salary information for its annual Integrated Postsecondary Education Survey (IPEDS). About 3,600 colleges and universities respond to the IPEDS survey each fall; NCES excludes about 400 seminaries or religious training institutions, and does not report data for part-time, nonteaching, and medical school faculty members. NCES reports separate salary data for faculty members on 9/10-month contracts, the vast majority, and 11/12-month contracts. Most of the accompanying tables therefore provide data on the 9/10-month contract group.

Two organizations provide faculty salary information by academic department for samples of four-year colleges and universities. The Office of Institutional Research at Oklahoma

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State University (OSU) reports faculty salaries in 93 public Land Grant universities. The College and University Personnel Association (CUPA) reports salaries for a sample of 269 four-year public, comprehensive colleges and universities.

Historical Perspective

At first glance, growth in faculty salaries appears uninterrupted for 20 years. Figure 1 shows a 235 percent increase in faculty salaries between 1972 and 1993. But, corrected for inflation, the purchasing power of current faculty members remained 2 percent lower than 1973 levels (Figure 2).

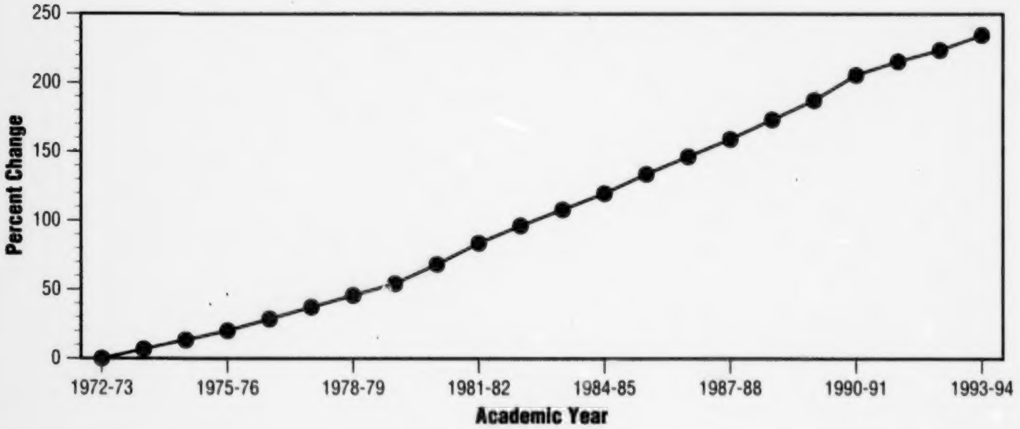
The loss for each academic rank exceeded the average loss in faculty purchasing power over this period. Full professors lost 7.4 percent; associate professors, 9.0 percent; assistant professors, 8.4 percent; instructors, 21.4 percent; lecturers, 17.7 percent; and faculty with no rank 6.3 percent. Promotions and step increases offset some inflationary losses for faculty members hired in the 1960s. But the purchasing power of new faculty members declined by 8 to 9 percent during the last two decades. Faculty salaries held up better in independent colleges and universities than in public institutions. Independent institutions showed a 2.2 percent purchasing power gain since 1972; public four-year colleges, a 2.7 percent loss; community colleges, a 6.3 percent decline.

Many demographic, economic, and cultural changes contributed to the constraints on faculty salaries. The 1960s baby boom enrollment growth was followed by a period of slower growth. The economy, periodically restrained by serious recessions, followed a similar trajectory during the 1960s and 1970s. The 1970s ended with several years of unprecedented inflation. During the 1980s and 1990s, health and retirement expenditures reduced the proportion of state budgets available to higher education. Fiscal limitations resulted in conservative national and state education policies.

Bad economic times negatively affected college faculty salaries. Faculty purchasing power declined when either unemployment or the Consumer Price Index (CPI) increased. But better times did not have the reverse effect. Institutional revenue, which grew along with the Gross National Product, was translated into increases in the *number* of faculty members and in enrollments, not into faculty salaries.[1]

FIGURE 1

CHANGE IN AVERAGE FACULTY SALARIES IN CURRENT DOLLARS, 1972-1994



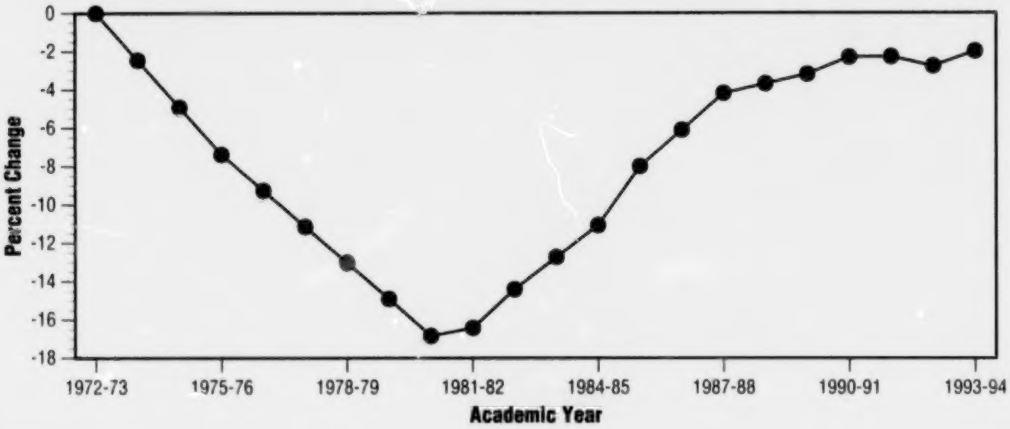
SOURCE: National Center for Education Statistics, Digest of Education Statistics, 1993 *and* Salaries, Tenure, and Fringe Benefits, 1993-94 *(Washington, D.C.: U.S. Department of Education).*

CURRENT SALARIES

The 3.4 percent increase in faculty salary between 1992-1993 and 1993-1994 represents a 0.8 percent increase in faculty purchasing power when corrected for inflation. Faculty members with no academic rank received the largest increase among the different ranks, 7.4 percent. Independent institutions paid more than public colleges and universities, $47,465 to $45,920 (Table 1). Salaries for full-time faculty members in four-year institutions exceeded community college faculty salaries by 18 percent, $47,969 versus $40,689.

FIGURE 2

CHANGE IN AVERAGE FACULTY SALARIES IN CONSTANT 1993-1994 DOLLARS, 1972-1994



SOURCE: National Center for Education Statistics, Digest of Education Statistics, 1993 *and* Salaries, Tenure, and Fringe Benefits, 1993-94 *(Washington, D.C.: U.S. Department of Education).*

TABLE 1

AVERAGE SALARY BY ACADEMIC RANK AND INSTITUTIONAL TYPE AND CONTROL, 1993-1994

Rank	All	Public	Independent	Four-year	Two-year
Professor	$60,649	$59,354	$63,503	$61,824	$49,173
Associate	45,278	45,375	45,080	45,656	41,534
Assistant	37,360	37,913	37,100	37,901	35,117
Instructor	28,828	29,003	28,356	28,226	30,279
Lecturer	32,729	31,887	35,472	32,620	34,542
No Rank	40,584	41,229	31,854	34,099	41,040
Average	46,364	45,920	47,465	47,969	40,689

SOURCE: National Center for Education Statistics, Salaries, Tenure, and Fringe Benefits, 1993-94 *(Washington, D.C.: U.S. Department of Education, 1994).*

Salary by Academic Rank

Salary, as expected, increased with academic rank. Professors received $60,649, more than twice the $28,828 paid to instructors. Independent colleges showed the largest differential between these ranks, $63,503 versus $28,356. Full professors received 34 percent more than associate professors, who in turn earned 20 percent more than assistant professors.

Nearly 31 percent of all faculty members were professors, the modal rank (Table 2). Associate and assistant professors each accounted for 24 percent of the total. Community colleges employed most of the 14 percent with no academic rank. The instructor and lecturer ranks, combined, included less than 8 percent of all faculty members.

TABLE Table 2

NUMBER AND PERCENT OF FACULTY MEMBERS ON 9/10 MONTH CONTRACTS BY ACADEMIC RANK, 1993-1994

Rank	Number	Percent of Total
Professor	117,351	30.8
Associate	91,840	24.1
Assistant	90,402	23.7
Instructor	21,378	5.6
Lecturer	7,958	2.1
No Rank	52,413	13.7
Total	381,342	100.0

SOURCE: *National Center for Education Statistics,* Salaries, Tenure, and Fringe Benefits, 1993-94 *(Washington, D.C.: U.S. Department of Education, 1994).*

Contract Length

Salaries averaged $46,360 in 1993-1994 for full-time faculty members employed on 9/10-month contracts, 86 percent of the total. Faculty members on 11/12 month contracts, the remaining 14 percent, averaged $54,217. Summertime responsibilities for these faculty members included coaching, summer institutes, and research assignments (Tables 3 and 4).

TABLE 3

SALARIES FOR FACULTY ON 9/10 MONTH CONTRACTS BY RANK, INSTITUTIONAL TYPE, AND CONTROL, 1993-1994

Offering Level and Rank	Control		
	Public	Independent	Average
AA			
Professor	$49,433	$35,167	$49,178
Associate	41,920	30,183	41,554
Assistant	35,443	28,152	35,149
Instructor	30,531	23,582	30,310
Lecturer	34,943	22,675	34,832
No Rank	41,373	29,546	41,134
Average	41,039	29,326	40,759
BA			
Professor	51,467	49,560	50,043
Associate	42,053	38,748	39,638
Assistant	35,093	32,442	33,129
Instructor	29,411	26,606	27,505
Lecturer	32,325	33,028	32,508
No Rank	33,924	27,344	27,562
Average	40,737	38,461	39,066
BA+			
Professor	56,139	51,664	54,725
Associate	44,938	41,356	43,538
Assistant	36,982	34,449	35,976
Instructor	28,192	27,439	27,910
Lecturer	30,660	33,644	31,118
No Rank	36,092	36,628	36,449
Average	45,270	41,065	43,730
Doctoral			
Professor	63,620	74,289	66,848
Associate	46,610	51,010	47,848
Assistant	39,347	42,383	40,231
Instructor	27,699	32,194	28,764
Lecturer	32,118	36,175	33,281
No Rank	33,187	35,598	34,486
Average	49,923	56,903	51,961
Average	45,913	47,470	46,360

SOURCE: *National Center for Education Statistics,* Salaries, Tenure, and Fringe Benefits, 1993-94 *(Washington, D.C.: U.S. Department of Education, 1994).*

The differential in public universities favored faculty members on 11/12 month contracts by $13,434. The differential was much less in independent universities, $3,466 in favor of faculty members on 11/12 month contracts. Faculty members on an 11/12 month contract

TABLE 4

AVERAGE SALARIES FOR FACULTY ON 11/12 MONTH CONTRACTS BY RANK, INSTITUTIONAL TYPE, AND CONTROL, 1993-1994

Offering Level and Rank	Control		
	Public	Independent	Average
AA			
Professor	$53,888	$37,108	$53,010
Associate	48,035	37,194	47,087
Assistant	41,356	39,400	41,040
Instructor	36,736	31,233	36,134
Lecturer	31,043	21,808	30,000
No Rank	38,243	30,324	37,893
Average	39,575	32,564	39,175
BA			
Professor	63,798	43,435	47,523
Associate	49,844	38,020	39,696
Assistant	42,373	34,024	35,183
Instructor	38,054	30,606	31,826
Lecturer	38,583	38,588	38,586
No Rank	44,836	24,380	25,470
Average	50,210	35,937	38,108
BA+			
Professor	63,168	50,577	57,714
Associate	52,101	43,828	47,301
Assistant	41,054	36,602	38,025
Instructor	33,355	30,343	31,384
Lecturer	35,013	35,005	35,010
No Rank	49,479	32,842	38,511
Average	53,452	41,167	46,591
Doctoral			
Professor	79,077	79,462	79,152
Associate	59,378	57,566	58,975
Assistant	49,270	49,636	49,375
Instructor	37,802	47,007	40,578
Lecturer	41,554	33,711	40,430
No Rank	39,705	40,997	40,366
Average	63,357	60,369	62,648
Average	55,571	50,439	54,217

SOURCE: National Center for Education Statistics, Salaries, Tenure, and Fringe Benefits, 1993-94 *(Washington, D.C.: U.S. Department of Education, 1994).*

in public BA+ and BA institutions had a decided advantage over those with 9/10 month contract. The same pattern held on the BA+ and BA levels, where 11/12 month contract holders had the advantage, much more so at public institutions. Smaller and less affluent independent colleges, this pattern suggests, might use faculty members to help with administrative tasks. So may public and independent two-year institutions, where salary differentials are small and sometimes favor faculty members with 9/10 month contracts.

Academic Specialty

Faculty salaries varied substantially by academic area in four-year colleges and universities. Engineering faculty, CUPA data shows, led among the departments with an average salary of $57,396, closely followed by accounting, marketing, and business administration (Table 5). At the low end of the pay scale came nursing ($38,334), occupational therapy ($39,469), and communications ($40,676).

Land Grant universities, which include a greater proportion of graduate and professional faculty members than the CUPA sample, reported higher average salaries than other types of institutions (Table 6). Law, as usual, was the runaway leader with average salaries just under $80,000. Business, engineering, and computer sciences rounded out the top four highest paid academic specialties among university faculty members. Faculty members teaching general studies fall at the bottom of the ranking. This group includes the liberal arts faculty.

Salary Differences By Gender

The salary gap between American men and women with five or more years of education declined by $2,000 as more professional women moved up the ranks of business and government during the past 20 years (Table 7). Meager progress to be sure, but progress.

Academic women, in contrast, experienced a $1,192 decline in average salary relative to men over the last 20 years. Several factors may explain this loss.

- Women were more likely to teach in community colleges, which lost salary relative to four-year colleges over the last 20 years.
- Women only recently entered the academic profession in large numbers, and therefore had less seniority.
- Women were more likely to teach in academic fields that paid less than the male-dominated fields of engineering and business.

TABLE 5

AVERAGE FACULTY SALARY BY ACADEMIC DEPARTMENT, 1993-1994

Program	Salary	Program	Salary
Nursing	$38,334	Sociology	$44,632
Occupational Therapy	39,469	Mathematics	45,602
Communications	40,676	Public Health	45,837
Interdisciplinary Studies	41,029	Social Sciences	45,863
Home Economics	41,147	Agribusiness	46,029
Visual and Performing Arts	41,152	Geography	46,032
Reading Teacher Education	41,241	History	46,373
Teacher Education	41,241	Architecture	46,474
Parks, Recreation, Leisure and Fitness	41,384	Psychology	46,546
English and Literature	41,397	Political Science	46,692
Drama/Theater	41,518	Physical Sciences	46,867
Library Sciences	41,976	Educational Administration	46,943
Music	42,000	Biological Sciences	47,474
Protective Services	42,110	Philosophy and Religion	47,515
Foreign Languages	42,322	Anthropology	47,739
General Art	42,745	Chemistry	48,699
Special Education	42,850	Geology	48,913
Education	42,870	Ethnic and Cultural Studies	51,097
Technology Teacher, Industrial Arts	43,093	Computer and Information Sciences	51,370
Speech, Language	43,139	Physics	51,959
Education Curriculum and Instruction	43,285	Business Administration	53,430
Engineering-Related Technologies	43,979	Marketing	53,842
Physical Therapy	44,053	Accounting	54,293
Education Counseling, and Guidance	44,475	Engineering	57,396
Social Work	44,589	ALL FIELDS	45,951

SOURCE: *College and University Personnel Association,* 1993-1994 National Faculty Salary Survey by Discipline and Rank in Public Colleges and Universities *(Washington, D.C.: CUPA, 1994).*

Between 1972 and 1992, average faculty salaries fell by 2 percent in constant dollars, but women experienced greater salary declines in every institutional category: 7.7 percent for men, 9.3 percent for women in community colleges; 0.7 percent for men, 3.6 percent for women in public four-year institutions. Public sector colleges account for the losses in women's salaries. At independent colleges, men's and women's salaries increased by 5.9 percent and 5.4 percent, respectively, over the 20 years.

The number of full-time women college and university faculty members more than doubled in the past generation, from 56,000 women in 1972 to over 127,000 by 1992; the proportion of women increased from 22 percent to 33 percent (Table 8). Two-year institutions showed the greatest growth: 45 percent of the faculty in community colleges in 1992, a 200 percent increase since 1972. In contrast, 30 percent of the faculty members in four-year institutions are women, a 105 percent increase. The comparable 20-year increases for male faculty members were 83 percent in community colleges and 23 percent in four-year colleges. Today, 28 percent of all women faculty members but only 18 percent of all men teach in two-year colleges. The relative decline in the purchasing power of women faculty members resulted at least in part from the increase in the proportion of women faculty at two-year colleges, institutions that lost ground to the four-year colleges during this period.

TABLE 6

AVERAGE SALARY BY DISCIPLINE, LAND GRANT UNIVERSITIES, 1993-1994

Program	Salary	Program	Salary
General Studies	$41,105	Renewable Natural Resources	$48,110
Transportation and Moving	41,312	Agricultural Sciences	48,331
Visual and Performing Arts	42,320	Ethnic and Cultural Studies	48,473
Foreign Language and Literature	42,903	Social Sciences and History	50,151
Interdisciplinary Studies	43,375	Agribusiness	51,252
Home Economics	43,669	Psychology	51,443
English Language and Literature	43,926	Mathematics	52,322
Communications	44,084	Biological Sciences	52,815
Parks, Recreation, and Leisure Studies	44,759	Physical Sciences	56,387
Education	45,028	Health Professions and Related Sciences	58,930
Library Sciences	45,439	Computer and Information Science	59,649
Engineering Related Technologies	45,844	Engineering	62,229
Protective Sciences	46,296	Business Administration	64,571
Philosophy and Religion	47,148	Law	79,881
Public Administration and Services	47,734		
Architecture and Environmental Design	47,764	ALL FIELDS	52,698

SOURCE: Office of Institutional Research, 1993-94 Faculty Salary Survey by Discipline *(Stillwater, Okla.: Oklahoma State University, 1994).*

TABLE 7

AVERAGE SALARY, GENDER BASED SALARY GAP AND CHANGE IN SALARY GAP, MEN AND WOMEN WITH 5+ YEARS IN HIGHER EDUCATION, AND MEN AND WOMEN FACULTY MEMBERS (AVERAGE SALARIES IN CONSTANT 1993 DOLLARS), 1970-1992

	Population with 5+ Years of Higher Education		Faculty	
	Average Salary 1970	Average Salary 1990	Average Salary 1972	Average Salary 1992
Men	$54,564	$54,234	$49,261	$49,098
Women	35,450	37,125	40,732	39,373
Gender Based Salary Gap	19,114	17,109	8,529	9,725
Change in Gender Based Salary Gap	-$2,005		+$1,192	

SOURCE: Derived from data provided by National Center for Education Statistics, Digest of Education Statistics *(Washington, D.C.: U.S. Department of Education, 1974-1993).*

TABLE 8

NUMBER AND PERCENT OF MEN AND WOMEN FACULTY AND CHANGE IN MEN AND WOMEN FACULTY BY INSTITUTIONAL TYPE AND CONTROL, 1972-1992

	1972		1992		Change: 1972 to 1992	
	Number	Percent	Number	Percent	Number	Percent
All Faculty						
Men	195,843	77.7	256,020	66.7	60,177	30.7
Women	56,054	22.3	127,322	33.3	71,268	127.1
Total	251,897	100.0	383,342	100.0	131,445	52.2
Two-Year Institutions						
Men	25,729	67.0	47,056	55.1	21,327	82.9
Women	12,642	33.0	38,345	44.9	25,703	203.3
Total	38,371	100.0	85,401	100.0	47,030	122.6
Four-Year Institutions						
Men	170,114	79.7	208,964	70.1	38,850	22.8
Women	43,412	20.3	88,977	29.9	45,565	105.0
Total	213,526	100.0	297,941	100.0	844,415	39.5

SOURCE: Derived from data provided by National Center for Education Statistics, Digest of Education Statistics *(Washington, D.C.: U.S. Department of Education, 1974-1993).*

Women are less likely to be hired as an instructor or lecturer, the two lowest paid faculty categories today, than 20 years ago. The proportion of women faculty members hired as a lecturer or instructor declined from 37 percent in 1974 to 29 percent today. Women are thus still more likely than men to teach in one of these categories, but the trend is positive for women.

The higher rate of hiring for women over the last 20 years means that, on average, women have less seniority than men. To the degree that time in the job predicts income, men still have the advantage.

Our last proposition suggests that women teach in the less well-paid academic fields that grew less rapidly than male-dominated fields with higher salaries. Currently, there is insufficient information to test this hypothesis.

These data offer a classic "good news, bad news" story. Women represent a larger share of full-time faculty members and have proportionally more tenured appointments than ever. But women had relatively greater success at moving into two-year colleges, the institutions with the lowest salary increases over the period. Progress using one measure is a loss by another.

Salary by Institutional Characteristics

Average faculty salaries varied by institutional type and control, size, and the presence of a collective bargaining contract. Table 9 lists average faculty salaries by control and by institutional type using the Carnegie classification system that differentiates universities and colleges by their emphasis on research and graduate education.

Large differences in faculty salaries occurred within and between institutional types. Leading research universities offered higher salaries than universities with more emphasis on teaching, and independent universities consistently paid more than public universities. Faculty members in Research University I institutions earned $55,141 (public) and $67,220 (independent) in 1993-1994. Faculty members in Doctoral II institutions received $44,694 (public) and $52,869 (independent). Faculty salaries varied little between public and independent comprehensive universities, fewer than 20 doctoral degrees awarded annually,

TABLE 9

INSTITUTIONAL TYPES RANKED BY AVERAGE FACULTY SALARY, 1993-1994

Type	Average Salary
Independent Research Universities I	$67,220
Independent Research Universities II and Ph.D. Granting Universities I	56,842
Public Research Universities I	55,141
Independent Ph.D. Granting Universities II	52,869
Public Research Universities II and Ph.D. Granting Universities I	48,667
Independent Comprehensive Colleges and Universities	46,728
Public Comprehensive Colleges and Universities	45,152
Public Baccalaureate	44,758
Public Ph.D. Granting Universities II	44,694
Church-Related Baccalaureate	44,036
Public Two-year	41,039
Independent Baccalaureate	37,509
Independent Two-year	29,326

SOURCE: National Center for Education Statistics, Salaries, Tenure, and Fringe Benefits, 1993-94 *(Washington, D.C.: U.S. Department of Education, 1994).*

and between public and independent baccalaureate colleges. Church-related baccalaureate institutions offered lower salaries than other four-year colleges. The few faculty members in independent AA institutions sat at the bottom of the salary scale.

Figures 3, 4, and 5 describe the institutional distribution of salaries in public four-year colleges and universities, public two-year institutions, and independent colleges and universities, respectively. Independent colleges showed the greatest range in average salary; two-year colleges reported the smallest range. Average salaries exceeded median institutional salaries in all three sectors since smaller institutions paid their faculty less than larger institutions.

Only a handful of public four-year colleges paid average salaries of under $30,000 or over $62,000. Independent colleges showed a broader range salaries as over 50 colleges averaged less than $21,000; close to 25 reported average salaries above $63,000.

Collective Bargaining

Collective bargaining was associated with higher faculty salaries, an average $9,354 advantage in four-year public colleges and universities. The differential appeared in every academic department surveyed by CUPA. Differences ranged from $3,677 in marketing to $14,252 in agribusiness. (Table 10)

Organized faculty members in community colleges received $9,426 more than their colleagues without bargaining. Over half, 54 percent, of community college full-time faculty members work under a collective bargaining agreement.

States and Faculty Salaries

States vary widely by wealth and by level of support for higher education. Once a state system receives its appropriation, state governing boards and constituent campuses must devote considerable attention to the proportion of their budgets devoted to compensation, usually more than 70 percent of operating costs. Table 11 lists the average faculty salaries for public four-year, public two-year, and independent colleges in descending order of the 9/10-month salaries paid to faculty members in four-year institutions.

Wealthier and more populous states generally offered the highest salaries. New Jersey paid the highest average faculty salary, $59,045, in public four-year colleges and universities, just passing California, last year's top compensator. South Dakota retained last year's position as the lowest average compensator at $35,589. The $23,000 difference reflected political, as well as economic factors.[2]

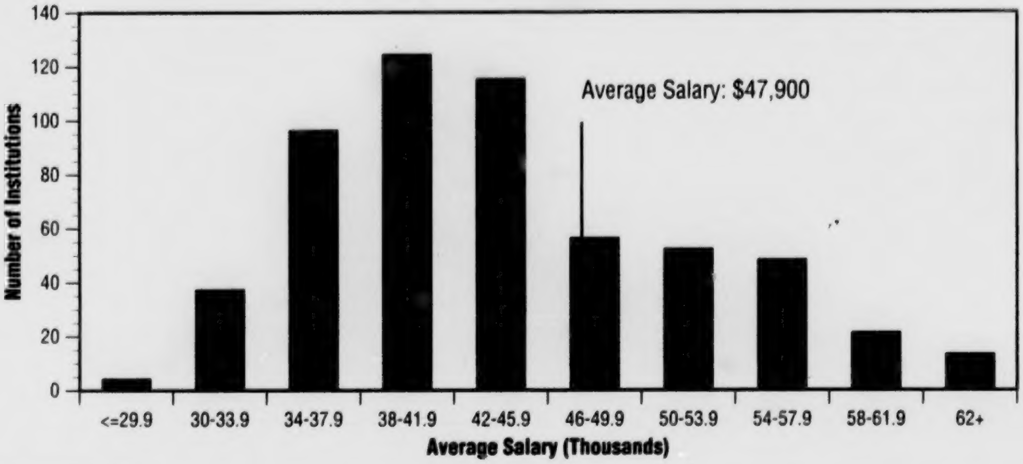
Table 12 reports the disparity between average faculty salaries in two- and four-year public colleges. North Carolina leads with a $17,754 difference; Illinois reports almost no difference. The decline in overall difference from $9,419 last year to $6,567 may result from fuller reporting of community college salaries in several states, including California.

CONCLUSION

Progress toward regaining faculty income lost during the 1970s is uneven. Faculty members in independent institutions are doing better; colleagues in public four-year colleges and community colleges are doing worse.

FIGURE 3

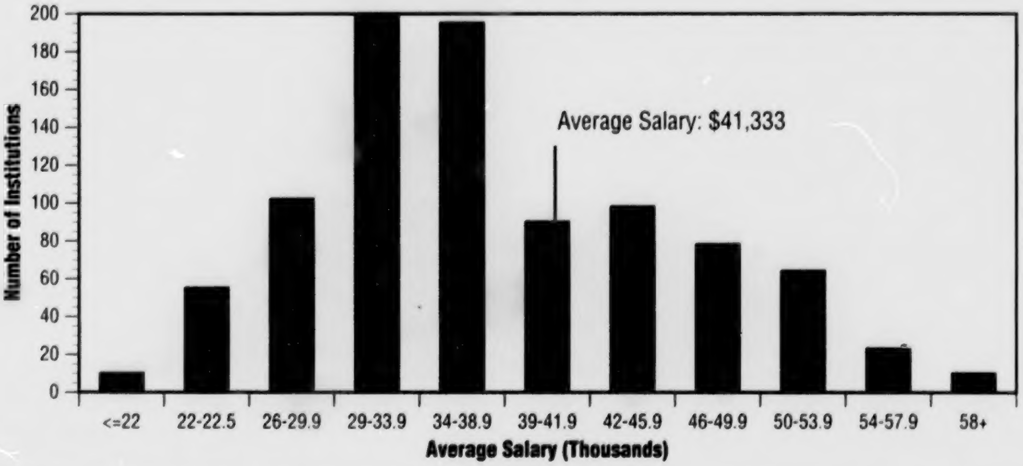
DISTRIBUTION OF AVERAGE FACULTY SALARIES, PUBLIC 4-YEAR INSTITUTIONS, 1993-94



SOURCE: *National Center for Education Statistics,* Digest of Education Statistics, 1993 *and* Salaries, Tenure, and Fringe Benefits, 1993-94 *(Washington, D.C.: U.S. Department of Education).*

FIGURE 4

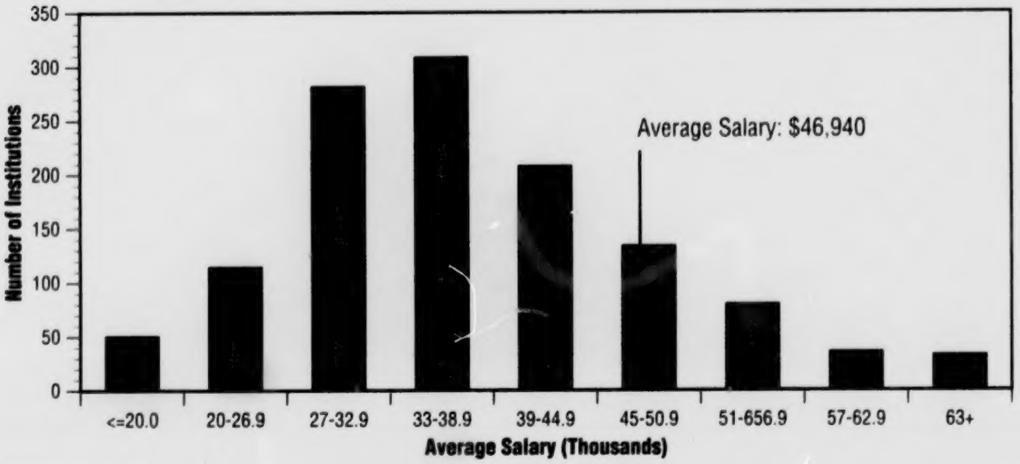
DISTRIBUTION OF AVERAGE FACULTY SALARIES, PUBLIC 2-YEAR INSTITUTIONS, 1993-94



SOURCE: *National Center for Education Statistics,* Digest of Education Statistics, 1993 *and* Salaries, Tenure, and Fringe Benefits, 1993-94 *(Washington, D.C.: U.S. Department of Education).*

FIGURE 5

DISTRIBUTION OF AVERAGE FACULTY SALARIES, PRIVATE INSTITUTIONS, 1993-94



SOURCE: *National Center for Education Statistics,* Digest of Education Statistics, 1993 *and* Salaries, Tenure, and Fringe Benefits, 1993-94 *(Washington, D.C.: U.S. Department of Education).*

Community college faculty members lost more purchasing power, but their numbers increased by 123 percent since 1972. In contrast, the number of full-time four-year college faculty members increased by only 40 percent. These two factors, lower salaries and a greater growth rate, help to explain the overall decline in the purchasing power of average faculty salaries.

Faculty members in the relatively small categories of instructors and lecturers lost the most purchasing power—21 percent for instructors since 1972, 18 percent for lecturers. Lagging salaries for women were likely a short-term outcome of increased hiring of women in full-time faculty positions over the last 20 years. The tide could start to turn as more women gain seniority and as older males start to retire in large numbers. Women faculty members could outnumber men in community colleges within the next decade, if current hiring patterns hold.

Summaries of average salaries should not obscure the variation among states, and among institutions with different missions and enrollment levels. State policies and funding were key determinants of faculty salaries. Institutions in states with more resources and larger populations consistently paid higher salaries. As for mission, teaching institutions paid less than research institutions. Enrollments also affected faculty salaries. All things equal, faculty members received more pay from larger institutions.

NOTES

[1] A 1994 study of correlates of changes in faculty salary since 1972 showed a close relationship between the salaries paid to all college-educated men and to college faculty members. College faculty members actually received *less* pay on average than male college graduates with five years of college—a consistent relationship over time (Lee, 1994).

[2] See William Zumeta, "State Policy and Budget Development," in this *Almanac*.

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TABLE 10

AVERAGE FACULTY SALARY BY ACADEMIC DEPARTMENT, COLLECTIVE BARGAINING VS. NONCOLLECTIVE BARGAINING, 1993-1994

Program	Salary: Nonbargaining	Salary: bargaining	Difference	Program	Salary: Nonbargaining	Salary: bargaining	Difference
Nursing	$36,388	$43,249	($6,861)	Sociology	$41,241	$49,543	($8,302)
Occupational Therapy	37,667	42,269	(4,602)	Mathematics	40,727	53,335	(12,608)
Communications	37,294	46,173	(8,879)	Public Health	38,881	52,369	(13,488)
Interdisciplinary Studies	39,298	48,416	(9,118)	Social Sciences	39,051	52,980	(13,929)
Home Economics	38,573	46,421	(7,848)	Agribusiness	41,543	55,795	(14,252)
Visual and Performing Arts	37,449	46,779	(9,330)	Geography	41,975	51,105	(9,130)
Teacher Education	38,576	44,496	(5,920)	History	42,303	52,428	(10,125)
Reading Teacher Educ.	39,618	49,216	(9,598)	Architecture	43,390	52,160	(8,770)
Parks/Rec./Leis. & Fitness	37,505	46,974	(9,469)	Psychology	42,314	52,478	(10,164)
English and Literature	37,103	48,129	(11,026)	Political Science	42,189	53,544	(11,355)
Drama/Theater	37,812	46,643	(8,831)	Physical Sciences	45,694	48,294	(2,600)
Library Sciences	35,544	47,455	(11,911)	Educational Administration	45,636	49,238	(3,602)
Music	39,254	47,549	(8,295)	Biological Sciences	42,337	54,714	(12,377)
Protective Services	39,833	50,258	(10,425)	Philosophy and Religion	42,458	53,119	(10,661)
Foreign Languages	37,223	48,838	(11,615)	Anthropology	42,512	52,553	(10,041)
General Art	38,672	49,009	(10,337)	Chemistry	44,796	54,894	(10,098)
Special Education	39,126	46,667	(7,541)	Geology	44,901	55,142	(10,241)
Education	40,512	47,104	(6,592)	Ethnic and Cultural Studies	42,929	54,439	(11,510)
Tech. Teacher, Indus. Arts	39,661	49,930	(10,269)	Computer & Infor. Sci.	47,999	56,631	(8,632)
Speech, Language	40,487	47,014	(6,527)	Physics	46,283	58,976	(12,693)
Educ. Curriculum & Instruc.	39,634	51,972	(12,338)	Business Administration	51,136	57,062	5,926)
Engineering-Related Techs.	42,156	48,704	(6,548)	Marketing	52,461	56,138	(3,677
Physical Therapy	42,615	46,542	(3,927)	Accounting	52,583	57,550	(4,967)
Educ. Counseling, & Guid.	40,930	59,009	(18,079)	Engineering	53,718	61,960	(8,242)
Social Work	39,474	50,258	(10,784)	ALL FIELDS	42,282	51,636	(9,354)

NOTE: Departments listed in ascending order of average faculty salary (see Table 5)

SOURCE: College and University Personnel Association, 1993-1994 National Faculty Salary Survey by Discipline and Rank in Public Colleges and Universities *(Washington, D.C.: CUPA, 1994).*

TABLE 11

AVERAGE SALARIES FOR FACULTY ON 9/10 MONTH CONTRACTS BY STATE, TYPE, AND CONTROL, 1993-1994

	Public		
State	Four-Year	Two-Year	Independent
New Jersey	$59,045	$48,185	$56,181
California	56,988	50,414	56,740
Hawaii	55,155	42,967	43,631
New York	54,748	48,630	51,567
Massachusetts	53,381	40,547	54,184
Connecticut	53,374	46,813	56,554
Pennsylvania	52,533	45,218	49,123
Michigan	51,919	48,930	38,678
Iowa	51,711	34,767	38,124
Delaware	51,371	40,011	50,219
Rhode Island	51,037	40,398	50,429
Ohio	49,861	38,902	42,567
Arizona	49,225	43,521	41,724
Washington	49,187	37,607	41,930
D.C.	49,114	*	53,494
Minnesota	48,805	41,956	40,457
Alaska	48,556	*	36,003
Virginia	48,313	35,503	41,028
Wisconsin	48,040	43,554	40,620
Maryland	47,976	42,617	48,421
Nevada	47,239	40,736	33,359
Colorado	46,709	31,598	48,094
Illinois	46,076	45,961	50,945
Nebraska	45,931	30,659	37,047
Indiana	45,902	34,211	44,802
Florida	45,865	35,561	41,225
New Hampshire	$45,409	$33,682	$48,087
Texas	45,325	38,010	45,426
North Carolina	45,208	27,454	36,155
Wyoming	44,923	30,162	*
Oregon	44,890	38,321	43,919
Tennessee	44,485	32,652	41,104
Kentucky	43,646	**	33,855
Vermont	43,599	33,087	38,694
New Mexico	43,306	29,649	38,308
Missouri	43,187	37,318	42,347
Kansas	42,973	33,478	28,218
Maine	42,521	32,514	43,663
Georgia	42,401	32,103	44,027
Utah	42,330	31,244	46,533
South Carolina	42,078	28,085	35,150
Alabama	41,349	34,037	34,088
Oklahoma	40,796	32,680	41,303
Idaho	39,680	33,977	38,066
Arkansas	39,498	29,506	35,241
Mississippi	39,433	30,982	30,293
Louisiana	38,643	30,464	46,497
Montana	38,357	27,948	30,054
West Virginia	37,806	29,376	32,173
North Dakota	36,098	29,874	28,559
South Dakota	35,889	24,780	31,666
USA	47,900	41,333	46,940

** No institutions in this category*

*** No responding institutions in this category*

SOURCE: National Center for Education Statistics, Salaries, Tenure, and Fringe Benefits, 1993-94 *(Washington, D.C.: U.S. Department of Education, 1994).*

TABLE 12

RANKING OF DIFFERENCE BETWEEN PUBLIC FOUR-YEAR AND PUBLIC TWO-YEAR AVERAGE SALARIES FOR FACULTY ON 9/10 MONTH CONTRACTS, 1993-1994

State	Difference in Average Salary	State	Difference in Average Salary
North Carolina	$17,754	Kansas	$9,495
Iowa	16,944	Mississippi	8,451
Nebraska	15,272	West Virginia	8,428
Colorado	15,111	Louisiana	8,179
Wyoming	14,761	Oklahoma	8,116
South Carolina	13,993	Pennsylvania	7,315
New Mexico	13,657	Texas	7,315
Massachusetts	12,834	Alabama	7,312
Virginia	12,810	Minnesota	6,849
Hawaii	12,188	California	6,574
Tennessee	11,833	Oregon	6,569
New Hampshire	11,727	Connecticut	6,561
Indiana	11,691	Nevada	6,503
Washington	11,580	North Dakota	6,224
Delaware	11,360	New York	6,118
South Dakota	11,109	Missouri	5,869
Utah	11,086	Arizona	5,704
Ohio	10,959	Idaho	5,703
New Jersey	10,860	Maryland	5,359
Rhode Island	10,639	Wisconsin	4,486
Vermont	10,512	Michigan	2,989
Montana	10,409	Illinois	115
Florida	10,304	USA	6,567
Georgia	10,298	Dist. of Columbia	*
Maine	10,007	Kentucky	*
Arkansas	9,992	Alaska	*

SOURCE: National Center for Education Statistics, Salaries, Tenure, and Fringe Benefits, 1993-94 *(Washington, D.C.: U.S. Department of Education, 1994).*

WORKLOAD AND PRODUCTIVITY: CASE STUDIES

by Henry Lee Allen

Henry Allen ***is an assistant professor in the higher education program of the Margaret S. Warner Graduate School of Education and Human Development at the University of Rochester.***

Allen's areas of specialization and research focus on mathematical sociology, the sociology of higher education, academic labor markets, and the academic professions.

THE HISTORICAL CONTEXT

The Cold War's end ushered many postindustrial nations into a period of institutional restructuring. Few expected the rapid demise of Communism, the ensuing national realignments, the abandonment of apartheid in South Africa, or reconciliation between ancient adversaries in the Middle East. Equally unexpected were concomitant economic changes: new treaties, trade policies, markets, and technologies. Substituting market forces for ideology portended competition often among wealthy and relatively unregulated multinational corporations in previously uncontested terrains, including education.

But these realignments brought economic dislocation, exacerbating, for example, the already increasing gap between rich and poor nations. Economic recession worsened these dislocations; fiscal austerity took precedence over economic measures, tax policies, and employment programs, for example, that might have ameliorated mounting poverty. Economic and social institutions again, including education, had to readjust.

American political and economic policymakers faced especially difficult decisions. Downsizing the military sector, especially base closings, led to local dislocations. Medical expenses escalated as a percentage of GNP, leading politicians to debate health care reform and cost reductions. International competition and domestic recession forced cost-effective measures onto business, especially the elimination of middle-management jobs. Federal and state governments, facing substantial deficits, also laid off many workers. Again, education did not go unaffected—increased costs for other social programs and fiscal austerity combined to force retrenchment, especially layoffs in faculty and support positions.

International and domestic forces are thus transforming American education, especially higher education. Faculty members, in turn, find new demands made upon their workload and productivity.[1] But, owing to the slower pace of change in higher education systems, only now are many colleagues beginning to recognize the connection between social change and productivity.

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TRANSFORMATIONS AFFECTING FACULTY WORK

Several social transformations, including a serious fiscal crisis, affected higher education during the 1990s.[2] Some colleges priced themselves beyond the reach of many eligible students, fueling an affordability crisis. Other colleges, community colleges, for example, inherited these students while their revenues declined.[3] Many campuses faced retrenchments, thereby eliminating faculty positions or curtailing full-time positions into part-time jobs.

Many state systems of higher education, in response, reconsidered the faculty role.[4] Members of the public, perceiving that faculty members overemphasized research and neglected undergraduate teaching, demanded greater workloads and increased productivity. Tenured faculty were targeted, since their salaries were a disproportionate amount of the faculty budget. The most vehement critics assailed tenure as an outmoded perquisite, especially under these stringent conditions. The integrity of the academic profession under assault, faculty morale dissipated.[5] Professors could no longer take the public trust for granted. Worse, no one offered a viable solution to the financial crisis, or a vision for reinvigorating higher education.[6]

A managerial transformation simultaneously engulfed higher education. Academic administrators adopted without systematic scrutiny Total Quality Management (TQM) and other purportedly cost-effective techniques from the corporate sector.[7] TQM appeared attractive since business executives and academic administrators faced similar problems such as fostering productivity with a leaner workforce. Some colleges restructured and downsized under the guise of TQM.[8]

Technological changes accelerated just as these fiscal and managerial crises appeared. Computers changed the way disciplines were taught—sometimes at the cost of faculty jobs. But computers also linked the "invisible colleges," where faculty members exchanged expertise, citations, funding opportunities, and data, for some a refuge from increased pressure and workloads.[9] No one knows where advances in artificial intelligence or communications technology will lead higher education, but faculty members had to reckon with these advances.

Higher education also experienced demographic change. New academic and support services and new fields of study accompanied the appearance of greater numbers of minority and women students.[10] Higher education also responded to the needs of other nontraditional groups, especially a large adult population that often required new curricula and delivery modes.[11]

Finally, an ideology of student consumerism well-chronicled by David Reisman viewed education primarily as a purchasable commodity, not a contemplative privilege.[12] Professors became indirect employees of student-consumers who, some faculty members concluded, required curricular and pedagogical appeasement. This ideology transformed the priorities assigned to academic work by increasing the emphasis on teaching at the cost of research productivity.[13] A wider movement concerned about faculty workload and accountability gave additional synergism to efforts at transforming the academic role.

These ideological and role fluctuations eroded the status of the academic profession. Professors, viewed as untrustworthy teachers or employees who required constant monitoring, frequently lost control over their affairs. The stagnant academic labor market exacerbated this erosion.[14] Compared to many similar professions, the academic profession has a disincentive built into the marketplace for new recruits.[15] These transformations intersect as global transformations allow national systems of higher education to be more permeable. Mergers and confederations of institutions across national boundaries may not be far off.[16]

Faculty members often considered popular demands for accountability and legislative mandates for productivity superficial and shortsighted.[17] The regular career cycle, most faculty members would argue, is not amenable to sudden, quick policy changes no matter how severe the needed transformation. But the long gestation period for new faculty, and the rate of faculty mobility, produced diverse interests that mitigated against a common response.[18]

Disjointed faculty responses were not unexpected.[19] Faculty, save for union activities, rarely acted collectively. Worse, most collective action was reactive—faculty rarely constructively shaped the debate.[20] They typically depended on other agencies for data collection and policy formation agencies that usually ignore contextual considerations that may help to enhance productivity. The debate nearly always assumed, for example, that productivity was a function of individual faculty effort.

CASE STUDIES FROM STATE SYSTEMS

The increased cost of higher education was accompanied by a growing public perception that faculty members lead easy, richly rewarded professional lives. Administrators, reporters, and politicians fueled this perception by sensationalizing instances where faculty members neglected teaching and advising. Tenured faculty were singled out as the worst culprits, shirking off their responsibilities to younger, nontenured, or part-time colleagues.

The empirical evidence from recent national surveys, reported in last year's *Almanac*, does not corroborate these disparaging portraits.[21] Faculty workload and productivity, the data show, vary by institutional type or mission, personal predilections toward teaching or research, and possession of the doctorate. Faculty members extended their workweek substantially since the 1970s and, with the possible exception of research universities, spent most of their time in teaching or related instructional activities. Faculty members at public research, doctoral, and comprehensive universities, reported one recent national study, averaged 6.6 hours, 8.0 hours, and 10.5 hours, respectively, per week in classroom instruction (Table 2). Most national studies report the same conclusion: faculty members are *working harder for less*.

But much of this evidence, based upon responses that faculty gave to survey questions, has only face validity. Little systematic observational research, critics note, verifies these responses. This chapter examines studies of faculty workload and productivity in Arizona, California, Florida, Minnesota, Mississippi, and Texas. Some of these studies were commissioned in response to criticisms of faculty job performance to obtain an in-depth look at regular academic work.[22]

Arizona

Popular pressures for accountability and fiscal stringency led Arizona officials to study faculty workload and productivity in 1992. The survey assessed teaching loads and time and task allocations. Slightly more than 75 percent of state's 3,422 full-time public higher education faculty participated in the survey. The results were reported by institutional type (Table 1).

Faculty in Arizona public colleges and universities averaged a 56-hour workweek, thereby exceeding the standard workweek by at least 15 hours.[23] Table 1 shows remarkable similarity in workload across different types of

TABLE 1

FACULTY WORKLOAD: ARIZONA UNIVERSITIES

	Total Workload (hours)*	Classroom Teaching (percent)**	Classroom Preparation (percent)	Individual Instruction (percent)	Research/ Creative (percent)	Service/ Administration (percent)	Public Service (percent)
Arizona System	56.3	15.8	24.9	6.2	33.0	13.9	6.2
University of Arizona	57.3	14.1	22.0	6.7	36.6	14.1	6.5
Arizona State University	55.6	14.7	26.0	6.3	33.3	13.0	6.7
Northern Arizona University	55.0	22.5	30.4	5.0	23.0	14.9	4.2

** Minor variations due to rounding.*

***2 Includes clinical instruction.*

SOURCE: Arizona Board of Regents and Arizona Joint Legislative Budget Committee.

universities. Professors at the University of Arizona, the flagship research university, worked an hour per week more; doctoral university faculty worked an hour per week less.

Professors at all types of Arizona public universities spent a disproportionate share of their time, at least 47 percent for the majority, in teaching and related activities. Research consumed nearly a third of the schedule of a typical faculty member. But the distribution of teaching and research responsibilities reflected institutional mission and priorities. Faculty at the University of Arizona, a prominent research university, devoted a greater percentage of their efforts to research. Faculty at Northern Arizona University, a teaching-oriented school, taught more. "Teaching" institutions recruited or attracted faculty who were predisposed to allocate more of their time to teaching than research.

Faculty across all ranks and institutional types averaged 7.2 classroom contact hours. Doctoral university faculty averaged nearly 10 hours of classroom contact, while their research university colleagues spent about six hours in the classroom. The Arizona study found no trend toward abandoning teaching but noted that higher ranking faculty members taught less than their lower-ranked colleagues and were less likely to teach undergraduates (Figure 1).

These findings were consistent with data from other workload and productivity studies. Faculty teaching loads in Arizona's public colleges and universities were compatible with the loads in the Virginia and California systems and mirrored national norms. The relative uniformity in faculty work roles and behavior in states of differing economic and fiscal strength suggests that faculty sloth did not cause the fiscal crisis in postsecondary education.[24]

The solutions suggested by the authors of the Arizona study—multiple tenure tracks, departmental strategic plans, and modified incentive structures—did not threaten faculty professionalism. Multiple tenure tracks enable faculty to select research or teaching as their main priority upon recruitment to the institution. Strategic plans permit departments to allocate teaching, research, and other professional tasks to the faculty as a collectivity. Modified incentives allow colleges to provide

FIGURE 1

DISTRIBUTION OF FACULTY WORKLOAD — ARIZONA UNIVERSITY SYSTEM

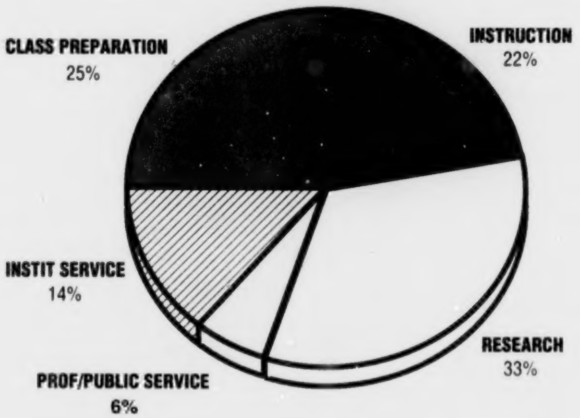


TABLE 2

AVERAGE TEACHING LOADS AT PUBLIC FOUR-YEAR INSTITUTIONS
SELECTED RECENT STUDIES

State	Year of Report	Type of Public Institution	Average Weekly Classroom Hours
NCES	1991	Research	6.6
		Doctoral	8.0
		Comprehensive	10.5
		Weighted Mean	8.4
California	1990	Comprehensive	11.0
Virginia	1991	Research/Doctoral	6.5
		Comprehenisve	10.9
		Weighted Mean	7.8
Arizona	1992	Research	6.7
		Doctoral	9.8
		Weighted Mean	7.2

NOTE: The California State University and Arizona studies include only ranked faculty (full, associate, and assistant professors). In addition to these three ranks, the NCES and Virginia studies include faculty at the lecturer/instructor ranks.

financial and other rewards for teaching prowess. But apart from these innovations, productivity expectations for Arizona faculty will increase while resources and rewards will decline.

California

California has been praised for its innovative and effective public system of community colleges, comprehensive institutions, and research universities. But the California model, also revered for approximating universal access to postsecondary education, abruptly collapsed in recent years. Faculty in California higher education will henceforth do appreciably more with much less and intensify their focus on undergraduate education.

Acute shortfalls in the state budget in 1990 led California state system officials to commission a study of the activities of full-time and part-time faculty, especially adherence to teaching obligations, the distribution of instructional costs, and the depersonalization of undergraduate education. The debate centered on the comprehensive universities, with 19 campuses and over 14,000 full-time faculty. Faculty at these universities, the study showed, averaged 11 classroom contact hours, a modest decline from 12 units since the 1970s. A political debate ensued; the skeptics claiming that handsomely paid faculty devoted insufficient time to classroom instruction and preparation, giving preference instead to research that furthered their careers.[25]

But further scrutiny revealed a common theme: the priority faculty gave to teaching or research was mainly a function of institutional mission.[26] Research faculty tended to spend almost 40 percent of their time teaching, faculty at teaching-oriented institutions devoted 65 percent of their time to instruction. The average classroom hours for CSU professors did not deviate appreciably from other state and national averages (Table 2). The real issue, a CSU administrator observed, was who decided how faculty would allocate their residual time. The public preferred that faculty increase their time devoted to teaching undergraduates. But, at the margin, faculty reaped higher dividends from investing in research than teaching.[27]

Funding cuts precipitated a crisis. CSU administrators drastically downsized or restructured by eliminating many programs and nearly 5,000 courses and by terminating about 3,000 full-time and 2,000 part-time faculty.[28] The workload and productivity debate obscured the real crisis. To minimize costs, California had to curtail access. The state's slow emergence from a prolonged recession predicts further decreases in the quality of, and options for, higher education.

Florida

The Florida Board of Regents, anticipating that the fiscal crisis that engulfed California public higher education might soon afflict its system, commissioned an extensive, comparative study of faculty workload and productivity in 1991. With the future status of its nine state universities, two research universities, two doctoral institutions, and five comprehensive universities at stake, the Regents presented a final report to the legislature in November, 1993.[29]

Florida, like California, faced both declining revenues and increasing enrollments. Florida Regents and legislators, concerned about instructional costs, focused on classroom contact hours to measure faculty involvement in undergraduate education. Earlier legislation had established a 12-classroom contact hour minimum standard for all instructional faculty in the Florida system. The workloads of over 80 percent of faculty at all nine state universities complied with this mandate in fall, 1991. Figure 2 shows the proportion of faculty sustaining Florida's mandated faculty workload.

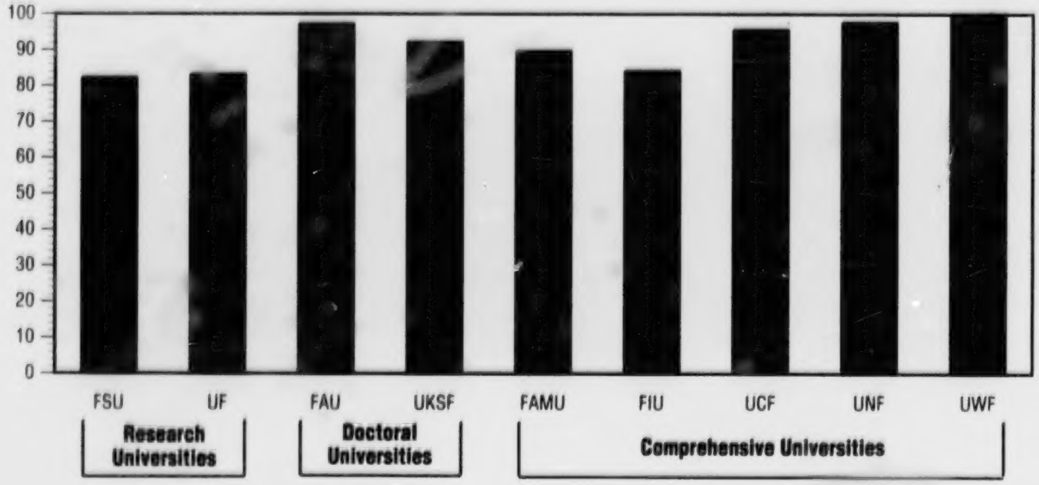
Proponents of Florida's accountability plan, which emerged from the 1991 study, presumed that more classroom contact hours meant better undergraduate instruction. These proponents envisioned "an average of 32 instructional contact hours for each full-time faculty position for each university and for the university system." Most state officials concurred with this questionable equating of faculty workload with the hours spent in instruction. But any increase in instructional duties would probably occur through reductions in noninstructional responsibilities, or through an increased workweek. More than 90 percent of full-time faculty taught 12 or more hours at six of Florida's nine universities.[30] Measured by contact hours, most university faculty members complied with Florida's heavy teaching expectations even before the new initiative (Figure 2). Over 95 percent of faculty at all nine universities already exceeded the 32 contact hours specified by the accountability plan when noninstructional duties were included.

Figure 3 presents the distribution of time spent across professional obligations for full-time faculty at Florida's public universities. Florida's professors, like their colleagues in other states, devoted the bulk of their time—almost 63 percent—to teaching and related duties. These faculty allocated a nearly equal proportion of time to service and administrative activities and to research; nearly 18 percent. Research was a residual function for most faculty.

One would expect, based on other studies, that research university faculty in Florida would spend fewer hours in direct instruction. But Florida university faculty, Table 3 shows,

FIGURE 2

PERCENT OF FULL-TIME FACULTY PRODUCING 12 OR MORE TOTAL CONTACT HOURS IN FALL 1991



SOURCE: Board of Regents Instruction and Research Data File.

had higher teaching loads than their colleagues. Faculty throughout the system averaged 10.6 contact hours; research university faculty *nearly matched or exceeded* this figure. Faculty at Florida State University and the University of Florida, the flagship universities, spent at least three hours more in the classroom than faculty at other research universities (Table 3). Doctoral university faculty in Florida had *lighter* teaching loads than research university faculty. The average teaching loads at comprehensive universities appeared normal. Controlling for academic rank, faculty in the Florida university system were disproportionately a teaching faculty (Table 4).

Faculty in Florida universities, at least in the short-term, faced even higher workloads and diminished resources.

Minnesota

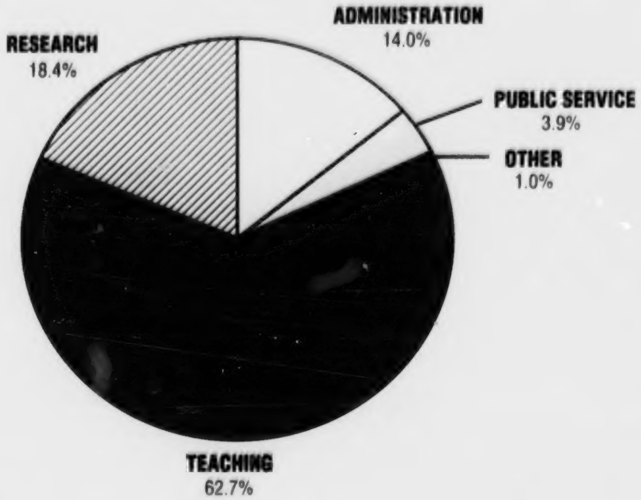
Public officials in Minnesota, commissioned by the state legislature in 1991, examined faculty workload in the four tiers of the state's higher education system: the community colleges, the state universities, the technical colleges, and the University of Minnesota. The tiers were differentiated according to institutional mission and governance.

Faculty at the 21 community colleges, the study found, averaged a 46-hour workweek. Instructors at the 18 technical colleges averaged at least 36 contact hours, *excluding* time devoted to class preparation and grading. Professors at the four campuses of the University of Minnesota, the state's only public research university, worked 57 hours per week, and faculty at the eight state universities typically worked a 55-hour week.

Research university faculty at the University of Minnesota averaged 9.9 hours per week in instruction fewer hours than their colleagues at other Minnesota institutions, but more than the national average for research university professors (Table 3). State university faculty averaged 11 hours, community college faculty averaged approximately 16 hours, and technical college faculty averaged nearly 25 hours per week.

FIGURE 3

PERCENT OF TIME SPENT ON VARIOUS ACTIVITIES BY FULL-TIME FACULTY IN FALL 1991



SOURCE: Florida Board of Regents Instruction and Research Data File.

TABLE 3

AVERAGE SEMESTER-HOUR TEACHING LOAD FOR FULL-TIME FACULTY AT FLORIDA UNIVERSITIES, FALL, 1991

Type of University	Average Semester-Hour Teaching Load
Research Universities	
Florida State University	14.8
University of Florida	9.7
National Average[1]	6.6
Doctoral Universities	
Florida Atlantic University	8.7
University of South Florida	9.2
National Average*	8.0
Comprehensive Universities	
Florida Agrl. & Mech. University	8.8
Florida International University	8.1
University of Central Florida	12.1
University of North Florida	10.1
University of West Florida	12.0
National Average[1]	10.5
State University System	10.6

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[1] National averages are from NSOPF data collected in fall, 1987.

These results reinforce the Arizona findings: faculty workload tends to be a function of institutional mission. In contrast to the authors of other faculty workload studies, the working committee that compiled the Minnesota study expressed satisfaction with these results. The state had long ago elected, it noted, to support only one major research university, the University of Minnesota; this is in contrast to other states having more than one flagship research university to assess. This restriction, the report authors added, enabled Minnesota to avoid the confounding of faculty duties that typified other public higher education systems. Higher education officials in Minnesota signalled a clear sense of institutional prerogatives. The study also reflected comprehension of the subtleties of measuring faculty workload.

Mississippi

In 1991, the Board of Trustees of the State of Mississippi commissioned a study of faculty workload and productivity on the state's 52 postsecondary campuses. More than Arizona, California, Florida, or Minnesota, Mississippi public higher education was biased toward instruction. Full-time faculty members were expected to teach a minimum of 12 hours per semester. The survey confirmed this expectation research consumed only 12.6 percent of faculty time; teaching and related duties took up almost 72 percent.

The Mississippi study noted several familiar trends: a move from using senior faculty to teach undergraduates, an increase in hours devoted to research by faculty members at comprehensive institutions, and the use of less expensive, part-time faculty to cover lower-division courses. The study did not include data on the length of the workweek or the distribution of classroom hours across various types of institutions. Instead, it focused on allocating instructional costs and handling budget reductions.

Texas

In 1993, the Texas Higher Education Coordinating Board reported on faculty workload, especially teaching loads, defined as semester hours generated at Texas public universities.[31] Using aggregated data, the report found that the number of faculty increased from 20,071 to 21,593 between 1983 and 1992—7.6 percent. Tenured faculty increased by 0.8 percent and nontenured faculty decreased by 1.5 percent. In contrast, the number of teaching assistants increased by 9.9 percent, and the number of part-time faculty increased by 36.5 percent.

The Texas study asked whether senior faculty neglected introductory courses. Senior faculty, the study found, had only slightly decreased their instructional contact with undergraduates, measured by total semester credit hours. Between 1983 and 1992, the proportion of tenured faculty with more than 75 percent of their workload in undergraduate teaching declined from 79 to 75 percent. Most Texas faculty, the report concluded, were full-time teachers.[32] Faculty commitment to teaching, measured by the amount of teaching performed, the report added, changed only slightly from 1983 to 1992. Tenured faculty taught less; lower ranks taught more. Measuring by the average number of semester credit hours generated a 1.1 percent decline for tenured faculty, a 4 percent increase for non-

TABLE 4

PERCENT OF TIME SPENT ON VARIOUS ACTIVITIES BY FULL-TIME FACULTY AT FLORIDA UNIVERSITIES BY RANK, FALL, 1991

	Teaching	Research	Public Service	Administration	Other*
Professors	60.2	19.6	3.1	16.0	1.1
National Average**	51.1	23.4	3.2	18.1	4.3
Associate Professors	67.7	16.5	2.8	11.5	1.5
National Average**	55.4	21.7	3.3	15.2	4.3
Assistant Professors	68.7	22.4	2.6	5.6	0.7
National Average**	59.3	20.9	4.4	11.0	4.4
Instructor/Other	50.0	12.8	9.7	27.1	0.3
National Average**	63.8	9.6	5.3	12.8	8.5

** Florida did not collect effort spent in outside-the-university work; this number was eliminated from the "Other" category to make the national data comparable.*

*** National averages are from NSOPF data collected in Fall, 1987.*

SOURCE: Florida Board of Regents Instruction and Research Data File.

tenured faculty. In contrast, the number of semester credit hours generated by part-time faculty members and T.A.s increased 45.9 percent and 23.6 percent, respectively.

Texas officials asked whether higher-priced, tenured faculty should earn a disproportionate amount of state appropriations for teaching less. "The overall increase in semester credit hours are being accommodated by non-tenured faculty, teaching assistants, and part-time faculty," the report noted "These groups can be hired at lower salaries than tenured faculty." But the report also acknowledged an association between expertise and experience: "Tenured faculty, however, are believed more likely to teach upper-level and graduate courses because they are presumed to have more knowledge and expertise."

CONCLUSION

American higher education bombarded by social, cultural, demographic, and cultural transformations is in a state of flux. Suggestions for bringing order out of chaos advanced by college administrators, state officials, philanthropists, and outside observers are pedestrian or ineffectual. It is easier to mandate studies of, and increases in, faculty workload and productivity than to address the underlying problems.

States commission reports on faculty workload steer the debate over the merits of academic work and build support for legislative initiatives. These studies generally suffer from methodological weaknesses and from restricting the measures of faculty work to quantitative indicators: length of workweek, teaching loads, and time distributed among all professional duties.[33] Most studies of academic work are snapshots, subject to the limitations of all cross-sectional profiles. Workload and productivity are complicated phenomena. Reliance on quantitative indicators can obscure historical and contextual influences on outcomes, while qualitative indicators may show how subjective factors influence productivity.

But even with their limitations, these studies do not substantiate the common image of slothful professors who punish their students with poor teaching. Faculty members, to the contrary, extended their workweek by 10 hours since the 1970s to accommodate the escalating responsibilities that resulted from peer competition and the knowledge explosion.[34] The distribution of faculty time across the tasks of teaching, research, and public service, studies consistently indicate, depends on institutional mission. Research university faculty typically spend less time teaching than counterparts at other types of institutions.

These studies may tell us more about the concerns and intentions of their sponsors than about faculty workload and productivity. The way they are framed also suggests the absence of a strong faculty say. Absent a collective voice, faculty members, with disproportionately more to lose or gain, respond stridently to cutbacks and disincentives and to such challenges as increased reliance upon part-time faculty, the emphasis over undergraduate teaching, and the debate about the value of higher education.[35] Enlisting faculty members to act creatively, not defensively, is a key to the successful reorganization of academic work and to improvements in productivity.[36] Doing more with less often generates creativity, but not when states simply mandate an extra hour or two of teaching per week.

The six case studies raise two key public policy questions: Are college and university faculty earning more but working less? Are they systematically neglecting teaching to indulge in their research? The polemicists are *attempting to get faculty especially tenured professors to teach more undergraduates for less.*[37] But the studies offer a negative answer to both questions, though the strength of the answer varies by rank and by type of institution.

Faculty members do not now control the workload and productivity debate. State after state target higher cost—presumably more professionalized faculty to teach more thereby offsetting escalating costs and lower revenues. Are faculty members scapegoats for a lack of vision in our campus or legislative leaders? Many, after all, foresaw the connection between government fiscal policies of the 1970s and 1980s and the budgetary crises of the 1990s. Faculty did not cause these budgetary problems, but may have to rescue higher education and society from fiscal disaster unless another solution is found. Faculty appear fated to work harder for less. Decisions—individual, organizational, and governmental—have enduring consequences.

NOTES

[1] Barrow, 1993; Lovett, 1993.

[2] Barrow, 1993.

[3] Massy and Zemsky, 1994.

[4] Edgerton, 1993.

[5] Kerr, 1994.

[6] Wallace, 1993; Scott and Awbrey, 1993.

[7] Godbey, 1993.

[8] Parker and Slaughter, 1994.

[9] Jensen, 1993.

[10] Mentzer, 1993.

[11] Billard, 1994.

[12] Levine, 1993.

[13] Riesman, 1980; Edgerton, 1993.

[14] Magner, 1994.

[15] Mooney, 1994.

[16] Ogilvy, 1993a.

[17] Altbach and Lewis, 1994.

[18] Daly, 1994; American Association of University Professors, 1994.

[19] Gumport, 1993.

[20] Chronister and Creswell, 1994.

[21] Allen, 1994; Fairweather, 1993.

[22] The reader should note that the data, scope, and coverage of each state report is uneven. The question of how gender, ethnic, or class characteristics interact with faculty workload and productivity is ignored by state reports. Data by institution, rank, and disciplinary differences are rare in most state reports.

[23] Jordan and Lyzell, 1992.

[24] Bluestone, 1993 suggests that states profit substantially from investing in public colleges and universities.

[25] Corbett Broad, 1993.

[26] Allen, 1994.

[27] Fairweather, 1993.

[28] Ogilvy, 1993a.

[29] Dr. Kristine Anderson, United Faculty of Florida, supplied the materials upon which this discussion was based.

[30] The exceptions: Florida International University (FIU, a comprehensive institution), and the University of Florida and Florida State University (the state's two research universities).

[31] Charles Zucker, Texas Faculty Association, supplied this report.

[32] Data on the distribution of faculty time by task or on the total workweek averaged by Texas faculty were not available. The report noted a need for further study.

[33] Stier et al, 1986, demonstrated the variance in formulas that resulted from differences among academic disciplines by analyzing the workload of faculty in physical education.

[34] Allen, 1994.

[35] Kerlin and Dunlap, 1993; Lewis and Altbach, 1994.

[36] Gumport, 1993.

[37] Jordan and Lyzell, 1992, 14.

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COLLEGE FACULTY AS TEACHERS

by Martin J. Finkelstein

Martin Finkelstein ***is the director of the New Jersey Institute for Collegiate Teaching and Learning and is professor of education at Seton Hall University. He has taught at Teachers College, Columbia University, and the University of Denver and holds his Ph.D. from SUNY at Buffalo.***

Finkelstein has written or edited several books on college faculty and faculty professional development, including The American Academic Profession ***(1984). He is currently writing, with Jack Schuster, a comprehensive study of the American professoriate, based on extensive national survey data collected over the last decade.***

Research on college and university faculty members has exploded over the past three decades. The research ranged over all aspects of professional life, but for the past decade it focused on performance and accountability, how much work, how to motivate more, and how to monitor and assess performance and, to a lesser extent, on supply and demand. From the instruction-research-service triad, teaching performance emerged for researchers—as well as for the public—as the activity most deserving support and scrutiny.

The scope and reliability of the data increased along with the volume of research. Six major national surveys of U.S. college and university faculty were conducted in the past decade, and the Carnegie Foundation is about to publish the first major international survey of academic faculties in 12 European, African, and Asian countries.[1] The large samples permit reliable generalizations and their isomorphism with 1969 and 1975 surveys permit us to note historical trends in careers and work activities.[2]

These developments allow us to base future studies of the teaching role of college faculty on a solid, rich, empirical foundation and already permit us to answer some basic questions:

- How much teaching do college faculty do? How has the teaching load changed during the past two decades?
- How do faculty teach? What techniques and strategies do they use?
- How are faculty prepared to teach? How do they develop as teachers during their careers?
- How is faculty teaching evaluated? Are the evaluations effective and fair?
- Is good teaching related to research activity? Or does research detracts from teaching?
- Do faculty development and continuing education activities contribute to better teaching?

This chapter organizes the findings that emerge from this research explosion in four sections that address the most frequently asked questions about college faculty as teachers.

HOW MUCH TEACHING

Profscam and *Impostors in the Temple* led a revisionist chorus of academic exposésthat

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generated wide public cynicism.[3] College faculty, they contended, spend less time in class; many less than five hours per week down to none.

This is a bona fide myth. College faculty, in 1989, averaged approximately 8.5 to 9.5 class hours weekly. Faculty members at some research universities but only in some fields taught from three to six hours. But faculty members at two-year colleges taught from 13 to 16 hours weekly, figures closer to the norm.[4] These statistics showed no change from 1975 and 1984 reports. Faculty members also continued to average a 50- to 55-hour work week, except at community colleges where they averaged four to five hours less. The proportion of time allocated to classroom teaching did not change from the mid-1970s (Tables 1 and 2).[5]

The attitude faculty take toward their teaching supports this self-report data. Nearly three out of four faculty reported (Tables 3 and 4):

- A primary interest in teaching rather than in research or service.
- A wish to do the same amount of teaching or more, if they could change their job activities.

Faculty members were not impervious to the hegemony of research in the institutional reward system.[6] The proportion of faculty acknowledging difficulty in receiving tenure without publication increased from 40 percent in 1969 to nearly 60 percent by 1989. In addition, noted recent surveys, faculty at research universities perceived that research and publication were at the center of the reward structure. Not surprisingly, these faculty members wanted to do more research.[7]

TABLE 1

ESTIMATED MEDIAN UNDERGRADUATE HOURS PER WEEK (All Full-Time Faculty)

	1975	1984	1989
Research	3.4-3.8	3.4-3.6	2.6-3.8
Doctorate-granting	5.6-6.0	5.5-5.7	4.6-6.4
Comprehensive	9.6-9.8	9.2-9.3	8.4-8.8
Liberal Arts	9.7-9.9	9.5-9.6	9.2-9.6
Two-year	13.8-13.9	14.2-14.3	13.7-14.6
All Respondents	8.9-9.3	7.7-9.0	8.4-9.2

SOURCE: Dated supplied by the Carnegie Foundation for the Advancement of Teaching, cited in Russell, 1992.

TABLE 2

HOURS PER WEEK SPENT IN CLASSROOM TEACHING

Carnegie Classification	NSOPF 1988*	HERI 1989-90**
All	9.8	10.5
Research	6.4	7.4 (universities)
Doctoral	8.5	7.4 (universities)
Comprehensive	10.6	7.4 (universities)
Liberal Arts	10.6	10.9 (4-yr)
All 2-year	15.2	16.0
All 4-year	8.5	9.5

** Mean hours per week.*

*** Median hours per week.*

SOURCES: NSOPF (The National Survey of Postsecondary Faculty) 1988: U.S. Department of Education, National Center for Education Statistics, The Condition of Education, 1991, *296.*

HERI (Higher Education Research Institute, UCLA) 1989: Data supplied by Eric L. Dey, HERI, from an HERI national faculty survey, cited by Russell, 1992.

TABLE 3

DO YOUR INTERESTS LIE PRIMARILY IN TEACHING OR IN RESEARCH? (Percent Very Heavily in Teaching or Leaning Toward Teaching)

	1969	1975	1984	1989
Research	57	49	39	36
Doctorate-granting	71	66	63	57
Comprehensive	86	84	75	78
Liberal Arts	90	85	85	84
Two-year	95	94	92	93
All respondents	76	75	70	72

SOURCE: Data supplied by the Carnegie Foundation for the Advancement of Teaching, cited in Russell, 1992.

TABLE 4

PERCENTAGE OF FACULTY WHO WOULD LIKE TO DO LESS, THE SAME AMOUNT, OR MORE OF VARIOUS KINDS OF WORK ACTIVITIES

	If Changed Jobs, Would Want to Do:		
	Less of This	Same Amount	More of This
Research	8	42	50
Teaching	30	60	11
Advising students	19	67	14
Service activities	35	55	10
Administration	40	45	15

SOURCE: U.S. Department of Education, National Center for Education Statistics, Profiles of Faculty in Higher Education Institutions, 1988 *(August, 1991), a statistical analysis from the 1988 National Survey of Postsecondary Faculty (NSOPF-88), cited by Russell, 1992.*

The data thus portray a *teaching* faculty by action and by choice, with predictable differences by institutional type and by discipline. And, while acknowledging the increasing influence of research on rewards, two- and four-year college faculty members remained steadfastly committed to teaching these past 20 years.[8]

HOW DO FACULTY TEACH

How do faculty go about their teaching? And how has that changed, if at all, in the past generation? Three out of four faculty members across all institutional types agree on three primary teaching goals: (1) mastery of a body of knowledge in the discipline; (2) developing critical thinking skills; and (3) preparing students for employment.[9]

The near ubiquitous use of the lecture as the primary mode of instruction reflects, not surprisingly, the strong subject-matter orientation of higher education. Eighty percent of a sample of undergraduate arts and sciences faculty, reported a recent study, lectured during all or most of their classes.[10] When queried about their propensity to lecture, faculty members noted the lecture's usefulness in facilitating student understanding by simplifying an ever-expanding volume of complex material.

The lecture method was not quite universal and its use varied by institutional type—each with its characteristic expectations and culture. Subject-matter oriented university faculty, one study found, showed a greater tendency to lecture, use detailed notes, and assume student interest in the content. The more "student-centered" faculty members at community colleges, in contrast, lectured less, favored individual assignments, more closely followed a textbook, and provided more structure to their classes.[11]

Within the university sector, discipline and gender could predict patterned differences. Natural scientists, one study showed, were most likely to lecture exclusively; literature faculty favored discussion, and social scientists employed both techniques.[12] Among faculty at a midwestern university, another study reported, women faculty were significantly more person-oriented and student-centered, more concerned with the classroom's emotional climate and with involving students in the learning process.[13]

The National Center for Education Statistics collected data on faculty instructional approaches for the first time in its 1993 National Survey of Postsecondary Faculty. Recent changes in these trends must await analysis of this data.

PREPARATION FOR TEACHING

Virtually all faculty received advanced training in an academic discipline or a professional field; virtually none received any pedagogical training.[14] Nor did many come to their first full-time academic appointment with prior teaching experience except perhaps for a graduate teaching assistantship that did not involve full responsibility for a course. While some groups promoted reforms, most novices still began their teaching careers armed with memories of an influential teacher and little else.[15] It must all be learned "on the job."

Recent research focused on the first years of a college teaching career, how faculty were introduced to teaching, and how they adapted to their teaching assignments.[16] These studies depicted an intense period of stress. Overwhelmed by the demands of preparing a host of courses for the first time—often including courses outside their area of expertise, fearful of student disapproval, and of appearing to need help—new faculty tended to be highly structured and lecture oriented, to overprepare, and to teach "defensively." That is, to strive to avoid error and adverse student reaction.[17] New faculty members rarely had access to senior colleagues, since most institutions lacked formal mentoring programs and most novices would not admit ignorance or incapacity to department chairs responsible for contract renewals or promotion decisions. New faculty members found that teaching made inordinate time demands, provided few intrinsic rewards at the novice's skill level, and counted little towards promotion and tenure.[18] By the third or fourth semester, many new faculty members established a negative teaching orientation and style that persisted throughout their careers. They "wrote off" teaching.[19]

The entry experience described here tended to characterize new full-time faculty members at four-year colleges and universities.[20] Many new faculty members at community colleges, in contrast, came from secondary schools or acquired experience during lengthy part-time stints.[21] Two-year college faculty usually taught more class sections but may have had fewer new course preparations, if only because community colleges offer a much more limited array of courses.

The entry experience may also vary by gender or the stage of life at career entry. Academic women historically entered full-time teaching later in life, following child-rearing. That pattern appeared to be changing more among more recent female cohorts who entered full-time teaching prior to or during child-rearing years. Family demands on these faculty members may have created additional time pressures that complicated early career socialization.[22]

Teaching, for new faculty, was a source of stress and even a "distraction" from rewarded research, but it became a significant source of professional satisfaction for mid-career and senior faculty. Students, one study found, inspired teaching vitality for senior faculty at 11 diverse campuses.[23] The evolution of faculty professional interests, another study reported, paralleled Levinson's stages of adult development.[24] Seasoned faculty, in a stage of life where "generativity" concerns—preparation of the next generation—were ascendant, came to value their teaching and their work with students for satisfying that basic drive.[25] Moreover, both teaching and scholarly interests, some evidence suggested, may change from a specialized, empirical focus, to an integrative, multi-disciplinary orientation.[26]

Institutional factors may affect the extent to which faculty members increased their commitment to teaching. Department chairs and other academic administrators, one study found, could 'broker' opportunities for renewal. Chairs, for example, could assign temporary responsibilities to senior faculty or change their work setting.[27] Beyond periodic "refreshers," administrators could facilitate and enhance collegial interaction around teaching by supporting team teaching, course clustering, common examinations in multi-section courses.[28]

Administrative and collegial support played key roles, then, in sustaining faculty commitment to teaching.[29] Conversely, without this support, faculty members facing increased course loads and student contact hours might suffer "burnout." Burnout, several scholars found, often occurred among the most active and engaged faculty members.[30] But most faculty members took their teaching ever more seriously and having survived the early stresses, made it a major source of satisfaction.

EVALUATING TEACHING

How well do faculty teach? Evaluating the classroom effectiveness of college faculty developed from modest beginnings into a cottage industry in one generation. Nearly a dozen organizations distributed and scored instruments that record student perceptions of courses and instructors, including the Purdue cafeteria system, the Student Instructional Report (SIR) form of Educational Testing Service, and the Kansas State IDEA form. These evaluations assumed that students—the consumers of teaching—were in the best position to assess its quality.

Student evaluation of courses, instruction, and instructors is pervasive. Four out of five campuses use some student rating instrument to aid in personnel decisions, improvement of teaching, or student course selection.[31]

Recently, some colleges complemented student evaluations with alumni ratings, faculty self-assessments, and peer assessments, including classroom visitation and review of curricular and teaching materials.[32] This trend culminated in the use of teaching "portfolios," or documentation of teaching materials, activities, and eventually student products.[33] Such systematic documentation could provide the basis for meaningful peer review of teaching just as publications provided the basis for peer review of faculty scholarship.

But student evaluations still constitute the dominant mode of assessment. As their use spread, pressing questions were raised about how solid a foundation the ratings provided. Were the ratings reliable and valid indicators of teaching effectiveness? Were they subject to situational distortions? How did they compare with peer ratings or faculty self-assessments? Such questions spawned a 20-year explosion of studies on student ratings of instruction, each usually reporting data from a single campus or from a single instrument. So voluminous were the findings, that a "meta-literature" reviewed and synthesized diverse, and frequently contradictory, findings.[34]

Analysis of this meta-literature was facilitated by the emergence of sophisticated quantitative techniques that permitted the reanalysis and integration of findings from many studies. Treating each individual study as a case or subject, these "meta-analyses" collected data on sample size and composition, variables examined, instruments employed, and the findings expressed as descriptive statistics—a zero-order correlation coefficient, for example. These efforts allow us to systematically relate patterns in the findings to characteristics of the studies themselves, thereby helping to locate the source of variation in the findings.

What does this comprehensive and integrated research base tell us about student rating instruments and their use? First, the ratings obtained by those "state of the art" nationally developed and disseminated instruments (Purdue, SIR/ETS; IDEA/Kansas State) were highly reliable; their results were consistent across administrations to the same group.[35] The instruments were also highly valid in at least three respects:

- They accurately reflected student opinions assessed independently, i.e., they measured what they purported to measure.
- They were positively associated (r = 0.5) with student learning and academic achievement in the course. They measured something meaningfully related to good teaching.[36]
- They were highly correlated with colleague ratings, zero order correlations of about 0.9.

What aspects of good teaching do these ratings instruments measure reliably and validly? Factor structures differed somewhat across diverse instruments and diverse studies, but Kenneth Feldman identified three basic dimensions that have proved subsequently to be virtually universal:[37]

- Presentation skill, including items related to the ability to "stimulate student interest," to "clarity," to "knowledge of subject matter."
- Rapport, including "sensitivity to individual student learning," "sensitivity to class progress," and "availability" or "openness."
- Course organization and classroom management, including syllabus, assignments, grading practices, etc.[38]

These were not the only elements of good teaching. They did not, for example, tap the "currency" of the instructor's course materials or the instructor's standing in the field. They did, nonetheless, consistently and reliably tap several acknowledged aspects of good teaching and could readily be supplemented by other sources.

What about bias? Didn't students rate those instructors highest when they get higher grades, for example? Faculty members widely perceived bias in student ratings but the literature suggested that there is much less bias than most faculty think. Indeed, when bias existed, the effects were relatively small, and they were consistent, that is, the patterns were well-recognized and can be accounted for.[39] Most notable among these were the systematic differences in the ratings of courses in different disciplines. Table 5 arrays the disciplines from most to least highly rated. Courses in quantitative fields—such as mathematics, engineering, and the hard sciences— tended to receive lower ratings, while certain humanities fields—art and music, for example—were rated highest. It is not clear to what extent these patterns reflected differences in the nature of the fields (the extent, for example, that learning was sequentially organized), in the nature of students majoring in different fields (different kinds of students rated differently), or in the nature of faculty teaching in these fields (scientists may have been poorer teachers).[40]

Beyond discipline, course characteristics may have modestly affected ratings though not always in the predicted direction. Smaller classes tended to be rated more highly than larger classes; but difficult courses tended to be rated slightly more highly than easier ones.[41] Characteristics of the instructor, including gender and age, or of the student, including gender, age, grade level, GPA, anticipated grade, bore no statistically significant relationship to ratings.[42]

If the instruments are reliable and valid indicators of three important aspects of good teaching and are not subject to unreasonable bias, what about their use in personnel decisions and in instructional improvement? Sophisticated instruments, to be blunt, may not be matched by sophisticated use. About half of the faculty in a sample who used ratings in personnel decisions could not identify likely sources of bias in the results. Nor could these faculty members recognize standards for proper samples—sufficient numbers of students per course, sufficient numbers of courses per instructor—or interpret common descriptive statistics.[43] Instructional improvement, several studies showed, was only likely to occur when skilled consultants helped faculty interpret the ratings and develop better teaching strategies.[44]

Together, these studies suggest conditions for the appropriate use of ratings instruments. For *personnel decisions*, global or summary ratings—rather than ratings on individual components—provided the best basis for comparing faculty.[45] Global ratings were relevant to all types of courses in all fields; specific dimensions such as rapport, for example, might be less relevant to large classes or to the natural sciences. Global ratings were more clearly related to student academic achievement, 0.5 zero order correlation versus 0.3 for individual dimensions, and were less subject to abuse by the untrained user trying to weigh various dimensions.[46]

Sample size was important—meaningful comparisons require sufficient numbers of courses and of student raters. Systematic (average) disciplinary differences must also be factored into comparisons. So must other indicators of good teaching, syllabi or final examination results, for instance, that tapped dimensions that ratings did not measure, including currency in the field and student achievement.

Instructional improvement, in contrast, required a focus on many descriptive and behavioral items. There was no need for concern about sampling a single set of ratings.

Ratings users, the literature suggests, may need task-specific training, detailed instructions, and a skilled consultant to guarantee appropriate use of ratings for personnel decisions and instructional improvement.[47]

Student evaluations provided a reliable and valid vehicle for assessing key aspects of good teaching as long as their use was informed by a sense of their strengths and limitations.

TEACHING AND FACULTY RESEARCH

Stemming from von Humboldt's ideal for the 19th century German university, the synergy of teaching and research became a touchstone in American academic lore.[48] Today, the oft-assumed correlation of effective teaching and faculty involvement in research and scholarship is debated by state legislators as they consider issues of faculty workload and productivity and in on-campus forums about the academic reward system.[49] Amid the whirl of that debate, at least three hypotheses are discernable:

- Research and teaching are positively correlated. Researchers, many partisans argue, keep up with the latest developments in their field and therefore bring greater subject matter knowledge into the classroom. Researchers, some add, stimulated by their explorations, bring a greater enthusiasm and excitement into the classroom. Research and teaching, others contend, reflect a general ability factor so that good researchers teach well, and vice versa.
- Research and teaching are negatively correlated. Time and effort expended in research, advocates of this hypothesis assert, detract from time and effort spent in teaching. Researchers and teachers, some state, are different. Personality attributes that contribute to the performance of one detract from the other.
- Research and teaching are uncorrelated. These activities are totally independent, and proficiency in each is randomly distributed throughout the population.

Scholars have evaluated these hypotheses by reviewing the many studies that relate

TABLE 5

SUMMARY OF RATINGS ON COURSE EFFECTIVENESS AND INSTRUCTOR EFFECTIVENESS FOR IDEA AND SIR ACADEMIC-FIELD DATA

Item Measure	Course Effectiveness	Instructor Effectiveness
High	Architecture Art Communications Fine and applied arts Health and technology Home economics Music Secretarial studies Speech	Area studies Fine and applied arts Foreign languages Military sciences Music
Medium-High	Agriculture Education Foreign languages Letters and humanities Library science Nursing Physical and health education Political science and government Public affairs Religion and theology Social work and service Trade and vocational-technical education Public affairs Religion and theology Secretarial studies Speech Trade and vocational-technical education	Art Communications English language and literature Health and technology History Home economics Law Letters and humanities Library science Physical and health education Political science and government Psychology
Medium	Area studies Biological sciences Health professions Interdisciplinary studies Military sciences Psychology	Business and commercial technology* Education* Engineering technology Nursing*
Medium-Low	Accounting Business and commercial technology English language and literature History Law Social sciences Sociology Social work and service Sociology	Agriculture Biological sciences Chemistry Health professions Mathematics and statistics Philosophy Social sciences
Low	Business and management Chemistry Computer and information science Data-processing technology Economics Engineering Engineering technology Mathematics and statistics Philosophy Physical sciences Physics	Accounting Architecture Business and management Computer and information science Data-processing technology Economics Engineering Interdisciplinary studies Physical sciences Physics

* *These fields received mixed rankings but would average 2 if high=3, medium=2, and low=1.*

SOURCE: Cashin, 1990.

faculty research productivity to teaching effectiveness, measured by student ratings. Research performance, however measured, was usually not *significantly* related to global ratings of teaching effectiveness. But the association was nearly always positive (about r = .12).[50] Moreover, research activity was significantly related to individual components of teaching effectiveness. Statistically significant, positive zero-order correlation coefficients emerged in three of four tests of the relationship of publications to the "intellectual competence" dimension of teaching effectiveness. Nonsignificant correlation coefficients emerged in three of four tests of the relationship of publications to the "rapport" teaching dimension.[51]

A detailed meta-analysis reported the highest positive zero-order correlation coefficients with publications for "instructor knowledge of subject matter" (about 0.2), followed by "clarity," "stimulation of interest," and "value of course material" (about 0.1).[52] Items related to "enthusiasm," "sensitivity to class progress," "availability to students," "feedback to students," "encourages questions" showed zero-order correlations around zero. Faculty research and publication appear positively, if modestly, associated with instructor's subject matter knowledge but are independent of the socio-emotional dimensions of teaching.

The research syntheses also addressed the purported conflict between the time faculty invest in research and in teaching. The evidence was conclusive. Time invested in research was positively associated with research productivity—assessed by number of publications—but bore no association with teaching effectiveness ratings.[53] Time invested in teaching was negatively associated with research productivity but was not associated with teaching effectiveness ratings. Time invested in research may have thus detracted from time invested in teaching, but the quality of instruction was not necessarily compromised.[54] Conversely, the investment of extra time in teaching at the expense of research may not have added substantially to the quality of instruction.

The reviews also discussed the influence of personality on the performance of teaching and research responsibilities. Several studies reported positive associations between global student ratings and some faculty personality attributes, including "extraversion," "warmth," and "expressiveness."[55] Personality correlates, a recent study suggested, may be course type specific.[56] Two other studies reported that personality characteristics associated positively with teaching effectiveness ratings, "supportiveness," "warmth," and "extraversion," were also often negatively associated with research productivity.[57] Teaching effectiveness may partly depend on personal attributes not typically associated with the productive researcher. But there is no evidence that a general ability or intelligence factor contributed to high performance in both areas.

The empirically identified research-teaching relationship did not precisely confirm any prevailing theory. The evidence resoundingly disconfirmed the notion that investment and quality performance in one area was inimical to the other. Indeed, the intellectual and scholarly aspects of teaching may have benefited, if modestly, from faculty investment in research. Teaching and research, the research also confirmed, may have drawn on somewhat different strengths and attributes and that attributes associated with one may have detracted from the other.

Our language is tentative since contextual factors may have mediated the research-teaching relationship. Most studies were confined to a single institution, mixed diverse disciplines, and grouped together faculty at different career stages. A study that disaggregated the disciplines found the strongest positive association between publications and student ratings in the humanities, the weakest in the natural sciences and professional fields. The social sciences fell in-between. The relationship may also have been stronger for senior faculty and attenuated for new and junior faculty for whom research and teaching made more urgently competing demands. As for institutional context, one scholar found a more strongly positive relationship at comprehensive and liberal arts colleges and an attenuated relationship at research universities.[59]

FACULTY DEVELOPMENT AND CONTINUING EDUCATION

How, if at all, can faculty teaching be improved? The 1974 publication of *Faculty Development in a Time of Retrenchment* stimulated discussion of professional (in-service) development, or continuing professional education, for college and university faculty.[60] Over the past decade, the recognition of increased student diversity, academic and social, has prompted faculty members and administrators to ask specifically about the relative efficacy of the leading approaches to instructional development. Much writing on faculty and instructional development remained impressionistic, or consisted of case study reports. But faculty developers and researchers, supported by the U.S. Department of Education and other government agencies, and by private foundations, are now engaged in more systematic empirical work.[61] Much of that work focused on the community college, where the imperative for faculty and instructional development runs deepest.[62]

What have we learned about the possibilities for, and conditions of, meaningful instructional development? First, faculty motivation to grow was a crucial and complex issue. Typically, faculty participants in instructional improvement activities were already recognized as good teachers but aspire to be even better—the identifiable group of "volunteers."[63] But for others, the academic career provided windows of opportunity for professional growth and development. New and junior faculty, we've already noted, often needed advice and support to surmount initial career hurdles.[64] Mid-career and senior faculty often sought opportunities to contribute in new ways.[65] These groups found discipline-based opportunities particularly attractive, since they build on natural loyalties.[66]

Second, "quick fixes didn't work." Faculty members rated short-term workshop experiences highly,[67] but the evidence suggested that workshops did not produce sustained reflection on or concrete changes in teaching practices.[68] Teaching patterns, scholars found, were formed early and tacitly, and were relatively difficult to change unless two conditions were met.[69] First, faculty members must feel a real need for change. That need often resulted from major or sudden external "threats" to survival, such as fiscal crises or accelerated changes in composition of student bodies.[70] Perceiving a need for change may be facilitated, one study found, if faculty members developed assessment data that indicates a problem requiring their instructional intervention.[71]

Next, faculty needed sustained support. Faculty members changed their teaching methods, the late Joseph Katz demonstrated, only after a year of intensive involvement in a program of peer classroom visitation and student interviewing and only when a faculty partner and other colleagues supported the changes.[72] Providing faculty members with student feedback early in a course, another study showed, led to course modification *only* if an instructional consultant conveyed the feedback and then supported the attempted changes.[73] Colleagues, a decade of scholarship showed, could play a powerful formative role in supporting faculty development.[74]

CONCLUSIONS

Seven propositions summarize our knowledge about college faculty as teachers:

- College and university faculty saw themselves primarily as teachers and did, in fact, spend much of their time teaching. That has not changed appreciably in the last generation. Moreover, faculty did not want it any differently, except insofar as they needed to publish to obtain promotion and tenure.
- Lecture was still the predominant mode of instruction, approximately 80 percent of class time, but there were clear differences by institutional type and discipline.
- Faculty, save for secondary school teachers who go to community colleges, were ill-prepared, at best, for their initial teaching experience. The initial years of their first full-time academic appointment were therefore characterized by high stress generated by the teaching role, and by limited support. Faculty sustained the teaching orientation developed during this period throughout their careers.
- Most faculty increased their interest in teaching during their careers. But many instructors, lacking the support and opportunity to sustain their teaching commitments, were subject to "burnout."
- Teaching was typically assessed via student evaluations, but peer and self-assessment have recently received increased attention. Student ratings were highly reliable and valid; but their use in faculty personnel processes could be strengthened.

- Three dimensions of good teaching reflected faculty classroom practices: presentation skills (content mastery, clarity, and enthusiasm, for example), rapport (sensitivity and openness to students and their progress), and course organization and classroom management. Involvement in research seemed to contribute to content mastery, less so to rapport and course organization. But research commitments did not detract from teaching effectiveness, and devoting more time to teaching might not translate into greater effectiveness.
- Many faculty members desired to improve their teaching, but lacked the necessary knowledge and resources. Successful faculty development required institutional support at key points—just starting out, for example, and mid-career. Above all, teaching must be deisolated and discussed with colleagues, that is, seen as "community property."

QUO VADIS?

A word of caution. Our knowledge about college faculty as instructors is primarily based on studies of full-time, four-year, liberal arts faculty, a shrinking segment of the profession. The American professorate is becoming an occupational group that is increasingly part-time (40 percent by headcount and rising), that teaches in the professional and applied fields, and that works in two-year institutions. The object of inquiry is changing before our eyes almost before we can get hold of it.

Forthcoming publication of the results of the *National Survey of Postsecondary Faculty-1993*, conducted by the National Center for Education Statistics, will provide us with updated information about faculty career trajectories. The survey's large sample of part-time and community college faculty will enable us to trace the changing contours of the academic profession, and to use these changes to strengthen faculty and instructional development activities in the 21st century.

NOTES

[1] These surveys include two by the Carnegie Foundation for the Advancement of Teaching (Clark, 1986; Carnegie, 1989), two by the National Center for Educational Statistics (NCES, 1990; NCES, in press), one by the federally-funded National Center for Research in Postsecondary Teaching and Learning (NCRIPTAL) (Blackburn et al., 1991), and one by the Higher Education Research Institute (HERI) at UCLA (Astin, Korn, and Dey, 1991). On the 12-nation study, see Mooney, 1994.

[2] Bayer, 1973; Trow, 1975.

[3] Sykes, 1988; Anderson, 1992.

[4] Carnegie, 1989; NCES, 1990; Astin, Korn, and Dey, 1991.

[5] Russell, 1992; Allen, 1994.

[6] For a fuller discussion of the reward system, see Fairweather, 1994.

[7] Gray, Froh, and Diamond, 1992, 89.

[8] Allen, 1994.

[9] Finkelstein, 1984.

[10] Thielens, 1987.

[11] Gaff and Wilson, 1975.

[12] Thielens, 1987. These disciplinary differences held after controlling for class size and early faculty socialization.

[13] Statham et al., 1991.

[14] NCES, 1990; Carnegie, 1989.

[15] Finkelstein, 1984. Over the past several years, a number of notable efforts have begun to train graduate students as college teachers. Supported in many cases by government (the Fund for the Improvement of Postsecondary Education, for example) and private foundations, research universities such as Syracuse, and the Universities of Texas, Washington and Colorado and national groups such as the Association of American Colleges, the Councils of Graduate Schools and of Independent Colleges have launched ambitious multi-year programs, to train (and even certify) the teaching skills of graduate students. Many of these are detailed in Lambert and Tice, 1993. Most recently, the PEW Charitable Trusts established the Consortium for Training Graduate Students as College Teachers at the Ohio State University. It is too early to gauge the impact of these initiatives, but there appears to be an emerging change in expectations and practice afoot.

[16] See, for example, Sorcinelli and Austin, 1992.

[17] Boice, 1991; Fink, 1984.

[18] Carnegie, 1989; Boice 1993; Sorcinelli, 1992; Olsen, 1993.

[19] Boice, 1991.

[20] NCES, 1990.

[21] NCES, 1990.

[22] Levinson, Tolle, and Lewis, 1989; Sorcinelli and Gregory, 1987; Sorcinelli and Near, 1989.

[23] LaCelle-Peterson and Finkelstein, 1993.

[24] Baldwin and Blackburn, 1981; Levinson, 1978.

[25] Blackburn and Havighurst, 1979.

[26] Finkelstein, 1984.

[27] LaCelle-Peterson and Finkelstein, 1993.

[28] See, for example, Austin and Baldwin, 1991; Austin, 1992.

[29] Weimer, 1993.

[30] Melendez and Guzman, 1983, Neumann et al., 1991. Burnout, as understood here, must be distinguished from what Boice, 1993, calls "mid-career disillusionment," what Rosabeth Kanter, 1979, calls "being stuck," and what McKeachie, 1993, calls "derailment." that is, sustained disengagement from work and the employing campus among some mid-career and senior faculty who never created for themselves the infrastructure of collegial networks and institutional support to sustain a sense of competence and contribution.

[31] Seldin, 1994.

[32] See Centra, 1993.

[33] Seldin, 1991; Edgerton, Hutchings and Quinlan, 1991.

[34] See, for example, Feldman 1976, 1987, 1989; Finkelstein, 1984, 117-125; and, most recently, Pascarella and Terrenzini, 1991.

[35] Braskamp et al. 1984; Abrami and d'Apollonia, 1990; Seldin, 1994.

[36] As evidenced by results of multi-section studies that correlate ratings with scores on common final examinations over large numbers of course sections. See Abrami, Cohen and d'Apollonia, 1990.

[37] Feldman, 1976.

[38] Finkelstein, 1984.

[39] Theall and Franklin, 1990; Centra, 1993; Seldin, 1994.

[40] Cashin, 1990.

[41] Theall et al., 1990.

[42] Statham et al., 1991; Centra, 1993; Feldman, 1993; Seldin, 1994.

[43] Franklin and Theall, 1989. Harris, 1990, reported similar results.

[44] Aleamoni, 1978; Levinson and Menges, 1981; Cohen, 1980; Brinko, 1990.

[45] Centra, 1993.

[46] Abrami, 1989.

[47] Cohen, 1990.

[48] Fox, 1992.

[49] Russell, 1992; Boyer, 1989; Gray, Froh and Diamond, 1992.

[50] Finkelstein, 1984; Feldman, 1987.

[51] Finkelstein, 1984, from Linsky and Strauss, 1975.

[52] Feldman, 1987.

[53] Feldman, 1987, 267.

[54] There is some evidence that such research time may "come out of faculty hide," that is, personal and family time rather than teaching time. See Finkelstein, 1984.

[55] Murray, 1975, Ware and Williams, 1975, 1977, and Finkelstein, 1984.

[56] Murray et al., 1990. The types of courses examined included introductory, required nonintroductory, electives, and graduate.

[57] Rushton, Murray and Paunonen, 1983, and Feldman, 1987.

[58] Feldman, 1987.

[59] Faia, 1976.

[60] Group for Human Development, 1974.

[61] On government support, see, for example, FIPSE, 1993; Lunde et al., 1991. On foundation support, see, for example, Austin, 1992; Austin and Stark, 1994.

[62] Brawer, 1990; Maxwell and Kazlauskas, 1992; Alfano, 1993; Harnish and Wild, 1992; Herbert-Scott, 1990; Hirshberg, 1992.

[63] Weimer, 1993.

[64] Sorcinelli and Austin, 1992.

[65] Finkelstein and LaCelle-Peterson, 1993.

[66] Maxwell and Kazlauskas, 1992; Austin and Stark, 1994.

[67] Blackburn et al, 1979.

[68] Maxwell and Kazlauskas, 1992; Katz and Henry, 1989.

[69] Boice, 1991, 1993.

[70] See Braid, 1993.

[71] Cross and Angelo, 1993. See, for example, Berry et al., 1991.

[72] Katz and Henry, 1989.

[73] Finkelstein, 1984; Brinko, 1990.

[74] Neuman, 1993, Austin and Baldwin, 1992, and Weimer. 1993. See also Fassinger, 1991.

[75] Shulman, 1993.

[76] NCES, 1990.

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BARGAINING: RESTRUCTURING AND LABOR

by Christine Maitland, Rachel A. Hendrickson, and Gary Rhoades

Christine Maitland *has 14 years of experience with education unions and serves as the NEA higher education coordinator. Maitland holds a doctorate from Claremont Graduate School and conducts research in the field of labor relations.*

Rachel Hendrickson *is an NEA higher education specialist. Hendrickson's Ph.D. is in English and her M.S. is in industrial relations, both from the University of Rhode Island. She is on the board of the Industrial Relations Research Association.*

Gary Rhoades *is an associate professor at the University of Arizona's Center for the Study of Higher Education. He studies political sociology, academic labor, and institutional policy. Rhoades' recent publications focus on retrenchment, administrative costs, and intellectual property policies.*

Many colleges and universities have restructured or reorganized in recent years—a response to fiscal stringency and to changes in mission. Aimed at increasing cost efficiency and productivity, reorganization may involve the use of technology and part-time labor to reduce direct costs, increased workloads to gain organizational productivity, and renegotiated salaries and structures to reduce unit costs measures techniques frequently adopted by private industry.[1] This chapter examines bargaining trends in three areas where restructuring may involve increased managerial control: technology, workload, and salary structure. The analysis draws on a sample of over 200 contracts at two- and four-year colleges and universities to discuss:

- Whether the workload, productivity, and efficiency debates translate into contractual conditions and language.
- The status of bargaining over technology—its development, control, ownership, and calculation in workload.
- The negotiation of salary structures, and managerial flexibility in setting salaries.[2]

Each area—workload, technology, and salary structure—includes challenges for unions that were inadequately addressed in most contracts. Technology negotiations have not kept up with developments, and most contracts inadequately protected faculty members from potential difficulties posed by long-distance learning, telecommunications, and the Internet. Some contracts for two-year institutions offered better protection by quantifying the effect of telecourses on workload and compensation calculations. Contracts at both two- and four-year colleges addressed property rights, but contracts at four-year institutions tended to adapt external law to academic tradition, rather than to restate the laws.

Contract sections on workload defined terms and conditions of a teaching load, a traditional industrial model of protection. Contracts at two-year colleges contained more detailed provisions. Most contracts were "defensive." They safeguarded faculty and staff rights during restructuring and realignment, mainly through grievance and arbitration provisions. Few contracts ensured an employee voice in decisions on productivity

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increases, job creation or enhancement, or sharing the proceeds of productivity increases.

Unions have devoted more attention to negotiating salaries than to correcting salary structures, thereby increasing salary dispersion. This inattention undermined faculty solidarity and morale, especially when administrative salaries increased at a faster rate. Two-year institutions tended to have simple salary structures with step-increases for longevity and with column increases. The salary structures of four-year institutions were often more convoluted, anarchistic, and attuned to market problems.

We complete the chapter with suggestions on processes and outcomes for unions that negotiate in these three areas.

FACULTY WORKLOAD

Two questions guided our examination of faculty workload:

- How do contractual conditions and language reflect the current debate over faculty workload?
- How are the processes and goals of restructuring in American higher education evident in contractual conditions and language?

The workload discussion arises from criticisms that faculty members allocate their efforts to research rather than teaching, to graduate rather than undergraduate instruction, and away from student advising.[3] Critics also accuse colleges and universities of inefficiency, charging more for less. State legislatures and institutions have tried to increase number of courses taught by faculty members and to increase undergraduate contact hours.[4] Some states tried to increase the standard or average faculty loads; others considered requiring all faculty members to meet specified course or contact hour levels. The increased teaching requirements were rarely matched by a decrease in research or service.

How does the faculty workload debate play out in contractual language? What is the form, content, and extent of workload regulation? Is workload defined by courses and contact hours, as in the public debate, or by other measures, such as student credit hours? Is faculty time on campus regulated? For each question, we examined both two- and four-year colleges.

Contracts have been negotiated during the "restructuring processes" recently undertaken at many colleges and universities. Institutions reallocated their resources among academic programs, downsizing some as they invested more in others. The discourse surrounding these activities was often a "corporate language of alterations" that focused not just on efficiency but on productivity.[5] Programmatic change was often accompanied by discussion about increasing the productivity and innovativeness of academic staff and increasing the flexibility of management in personnel matters, by hiring a greater proportion of part-timers, for example.

How does the discourse about productivity translate into contractual language? First, we considered the ways that contracts addressed productivity and innovation. Second, we examined the extent to which contracts followed a traditional industrial relations adversarial model or a "cooperative model" that advocates shared benefits of productivity increases. We paid special attention to the discretion of management in defining and allocating workload, especially in establishing the relationship between the work of part-time and full-time faculty.

Workload Regulation: Research

Faculty research is relatively unregulated. Time spent teaching is often quantified; time spent in research is not. Worse, from a managerial and union point of view, contracts often expressed research time as release time or a teaching load adjustment when grants were received, as in the California State University contract. Most contracts translated workload into teaching load, and regulated outside employment, consulting, and service in sections on professional development, sabbatical leave, and academic freedom. Some contracts at four-year institutions identified research as a "primary responsibility" of faculty and as a *possible* evaluation criterion (never a requirement), but these contracts seldom specified a required number of research hours. Research, in a very few contracts, was a means of gaining "professional development units."

Some community college contracts discouraged faculty involvement in research by suggesting that teaching take precedence over research, that the two may be in conflict, or that faculty members may not devote adequate time to teaching if they conduct research.

> The teacher is entitled to full freedom in research and in publication of the results, subject to the adequate performance of his [sic] other academic duties (Montgomery County Community College, Pennsylvania).
>
> While certainly not exclusive of an interest and proficiency in research, the dedication to teaching in the community college is paramount (Monroe County Community College, Michigan).

Two trends confound simplistic criticisms of higher education and associated contractual language. More full-time community college faculty were obtaining doctorates, and many community college contracts rewarded their achievement with higher pay levels for advanced degrees. Some faculty members with doctorates may become more willing to conduct research. The Alpena Community College contract in Michigan provided for salary schedule gains to faculty members with research projects.

Second, the recent school reform literature advocated the nurture of "teacher-researchers" who employ "action research" in their classrooms and schools to enhance teaching effectiveness. None of the community college contracts we studied mentioned this step towards teacher professionalism.

Workload Regulation: Teaching

Workload and productivity provisions concentrated on the course load of faculty members, and ignored student credit hours (SCH) and other indicators that may better reflect the productivity of a unit or an institution. Only 13 of the 200 or so examined contracts address SCH's. SCH's are part of the definition of faculty workload in five contracts one case for part-time faculty. The Montgomery County Community College, Pennsylvania, contract stated: "A full time teaching load shall be 30 workload credit hours per academic year. Workload credit hours shall be determined as follows: Student Credit Hours + Contact Hours/2." The Ferris State University, Michigan, contract stated: "Teaching workloads shall generally approximate 12 credit hours or 18 contact hours or 360 student credit hours in each of the three academic terms."

Two contracts based overload or release time calculations on SCH's. Four contracts based a *maximum* teaching load for faculty protection on SCH's. The Youngstown State University, Ohio, contract stated:

> A faculty member may not be assigned more than 800 student credit hours in any given quarter unless he/she teaches no more than 2 courses. . . . The full-service faculty shall not average more than 450 student credit hours per FTE unit member per quarter unless a majority of the full service faculty in that department vote to waive the restriction.

Two contracts also provided for overload compensation through reduced loads in subsequent terms. The Massachusetts Regional Community Colleges contract held: "[I]f the total number of student credit hours generated exceeds these limits, there shall be a proportional adjustment in the succeeding semesters . . . "

Two creative provisions rewarded the individual or the unit for increased "productivity." The Saginaw Valley State University, Michigan, contract provided additional compensation at *increasing* rates the more a faculty member exceeds the maximum load. The Brookdale Community College, New Jersey, contract rewarded the department:

> In a regular term of 75 days when the total load for the discipline divided by the number of FTE faculty (excluding learning assistants) exceeds 450 SCH, overload shall be paid at seven dollars per FTE faculty member.

The provision ensured that faculty members, not learning assistants, received credit for SCH.

The few contracts that used SCH's to define workload employed a faculty protection, not a productivity increase, framework. The model is reminiscent of traditional attempts to protect or control workers, not of cooperation to enhance the work of the institution. Both sides would benefit from provisions that offer incentives for increased productivity without making these increases the base for the next academic or contract year.

Teaching was the regulated aspect of workload. What aspect of teaching, then, if not

SCH's was regulated? The contracts of four- and two-year institutions differed substantially. Roughly half of the contracts for four-year institutions had no workload section and did not specify a standard teaching load for faculty. Most of the remainder identified a contact hour or credit hour standard load, with variations for different fields and kinds of classes. A few contracts spoke to minimum class size. Administrators at Florida State University may consolidate "inappropriately small offerings," office hours, overload, and class assignments (to ensure a reasonable workday). Workload sections, when they existed, were relatively short.

Virtually all the contracts for faculty in two-year colleges had workload sections that included extensive, detailed, and intrusive regulations. The contracts defined contact hours, clock hours, or credit hours for standard workloads, often with some variation for type of class and for field. Contracts often included complex formulas for accruing "points" or "credits." Many contracts addressed minimum or maximum class size, and some limit the number of new preparations. Almost all contracts specified the number of office hours, many defining office hours in terms of credit hours. The Minnesota Community Colleges contract, for example, required one office hour for every three credits. The Barstow Community College, California, contract specified extra office hours on exam days. Some contracts at both two- and four-year colleges required office hours to be distributed across several days.

Two-year college contracts typically called for far greater regulation of the time of faculty members, often requiring the presence of faculty members on campus for specified numbers of days per week, and even hours per day.

> Professional employees shall be required to be on campus for 35 hours per week. (Allen County Community College, New Jersey)

> Each full-time instructor shall be present on campus for 30 hours per week, including a minimum of two hours per day, five days a week, Monday through Friday. (Barstow Community College, California)

In contrast, contracts at four-year institutions sometimes referred to the need for faculty to "maintain a significant presence on campus."

The influx of adult students led many campuses to offer classes at times more convenient for working students. A few contracts in two-year colleges required evening, Saturday, or Sunday assignments. But contracts also protected faculty members in that schedule shift by addressing "turnaround time" or "split shifts," language more often found in industrial sector contracts. Some contracts, for example, assured an eight-hour maximum workday, or at least 12 hours between assignments in an evening and on the following day. Two-year contracts, then, focused more on traditional controls and protections.

Productivity

Three of the 11 contracts that mentioned productivity as an aspect of workload defined productivity or established management's control of that definition. Two contracts identified conditions that related to productivity—a wellness program, for example. Productivity figured into an evaluation process decisions about sabbatical leave, for example, in two contracts. The "Preamble" or "Statement of Purpose" of two contracts noted the importance of encouraging and improving productivity. The Saginaw Valley State University, Michigan contract called for increased productivity through cooperative planning for flexible staffing:

> The aim is not only to give additional employment to faculty but to increase student credit hour productivity for the University. To do this will require cooperative planning and flexibility in the assignment of faculty members in and outside of their usual areas.

The Barstow Community College, California, contract prescribed a method for sharing the benefits of increased productivity:

> The District and the Association mutually agree to reopen this Agreement in . . . to negotiate the impact of any savings resulting from increase in productivity and/or management generated improvements (salary).

Save for these exceptions, the few contracts that addressed productivity identified no means for increasing it.

"Productivity," when discussed at all, assumed a traditional collective bargaining model. Only three of the 15 contracts, for example, discussed the productivity of *units*, not just of individual faculty members. The Saginaw Valley State University contract discussed departmental productivity, thereby raising responsibility to a collective level.

Innovation

Few contracts showed creativity or cooperation in enhancing the work lives of faculty and the productivity of institutions. Only six contracts, for example, addressed teaching or academic program innovations, and only the Saginaw Valley State University, Michigan, contract related innovation to cooperation and increased productivity:

> The expansion of enrollments will require imagination and innovation. It is the intent and wish of the parties to create and foster an environment in which creativity, innovation, and achievement is encouraged and promoted.

Two other contracts listed innovation as a criterion for recognizing faculty or according them professional improvement credits.

The other three contracts mentioned innovation as a mechanism for strengthening management's control over faculty. The Schoolcraft College, Michigan, and Mt. Hood Community College, Oregon, contracts permitted managers to consider innovation when assigning and reassigning faculty. The Muskegon Community College, Michigan, contract required administrative involvement in, and approval of, exploratory or interdisciplinary programs or courses.

Part-time and Full-time Faculty

Both two- and four-year colleges use more part-time faculty members—a reflection of so-called two-tier contracts in the industrial sector. Twenty contracts of four-year institutions referred to the relationship between full- and part-time faculty. Most dealt with preference. Full-time faculty were accorded priority in courses and scheduling in regular, summer, and overload classes and in sabbaticals and layoffs. Some contracts permitted full-time faculty members with canceled classes to displace part-timers.

Five contracts addressed the balance between full- and part-time faculty. Four limited management's discretion in shifting the balance toward part-timers. At Shawnee State University, Ohio: "The University, in consultation with the Association, shall develop a plan to reduce dependence on part-time faculty." The Roger Williams University, Rhode Island, contract stipulated: "No more than 50 percent of the faculty in the daytime program will be part-time." The contract at Saginaw Valley State University, Michigan, went further:

> The part-time to full-time faculty ratio based on credit hours taught will not exceed a 1:4 ratio on an annual basis. . . . Whenever the part-time to full-time ratio in a department exceeds 1:3, the department, the Dean, and the Vice-President for Academic Affairs will meet to address the excessive reliance upon part-time faculty and to design a plan to rectify this excessive reliance.

The Pennsylvania State System contract contained the strictest clause:

> The SSHE/Universities agree that each university will not only abide by the regulations regarding hiring of temporary faculty members, but will also agree to hire 5% fewer part-time faculty members in the 1991-92 Academic Year than the University had on payroll on October 30, 1990. Additionally, the SSHE/UNIVS agree that each university will hire 5% fewer temporary part-time faculty members in the 1992-93 Academic Year than the University has on the payroll on October 30, 1991. These reductions shall be implemented even in the event that the parties are unable to establish regulations regarding the hiring of temporary faculty members by February 1, 1991.

These clauses, though understandable, can divide unions that represent full-time and part-time faculty and undermine unified faculty negotiation. Bargaining units must ask if protecting the jobs of full-time (and more senior) faculty is a doomed strategy, given the cuts already taking place under layoff provisions or nonreplacement following retirement of tenured faculty.[6] Unions that offer an affirmative answer must develop a more proactive and productive response to the increased use of part-time faculty.

Management Rights

Some observers criticize union willingness to "cede strategic decision making to top-level management," often via a "managerial rights" clause that accords management all powers and discretion in matters not specifically defined in the contract.[7] These management rights clauses, which appeared in nearly all contracts, used such phrases as "the rights include, but are not limited to, the following," or "without limiting the foregoing," or "except as expressly modified by the terms of this agreement." The California State University contract, simply stated the rights:

> The CSU retains and reserves to itself, whether exercised or not, all powers, rights, authorities, duties, and responsibilities which have not been specifically abridged, delegated, or modified by this agreement.

A few repeatedly underscored managerial discretion:

> The Board has the responsibility and authority to manage and direct all college operations and activities to the full extent authorized by law. The exercise of these powers, rights, duties, responsibilities and authorities by the Board and the adoption of rules, regulations, and policies as it deems necessary will be only limied [sic] to the specific and expressed terms of this agreement. (Atlantic Community College, New Jersey)

> In all matters not specifically covered by language within this agreement, the Trustees shall have the clear right to make decisions in such areas, *on a unilateral basis*. [emphasis ours] (Maine Technical College System)

The management rights clauses in about half the contracts defined and enumerated the included rights. Most workload references were to personnel: the right to hire, promote, dismiss, transfer, and often to assign, faculty members. Some clauses claimed for management the right to evaluate employees; just two contracts established standards of service. The clauses virtually always excluded cooperative planning so important in the current climate and embodied the conventional, adversarial, industrial model that is failing unionized labor elsewhere.

THE USE OF TECHNOLOGY

"Technology" affects many workload and productivity issues including intellectual property rights, training, preparation time, job security, evaluation, and compensation. What kind of preparation is involved in preparing a telecourse? Who will provide the necessary training and resources? How should the developer be compensated? If 2,000 students sign up for a telecourse, how is class size counted for compensation purposes? Who owns the rights when a college reuses a tape made of a faculty member? What are the standards for evaluation? Should technological activity be categorized as teaching or scholarship? Will technology supplement or supplant staff?

Intellectual Property Rights

Ownership of the products of faculty work is not just a theoretical issue. Institutions that did not lay claim to $500 in royalties for a scholarly book are now asserting ownership over potentially lucrative patents or copyrights, some worth millions of dollars. The right to patent and license the work of faculty, the University of California estimated, produced over $10 million of income in 1989. The sum would rise, the university predicted, to $40 to 50 million within a decade. The University of Wisconsin makes $50 million by licensing intellectual property. A University of Florida professor invented Gatorade; an Indiana University professor invented stannous fluoride.[8] "Faculty members will continue to encounter intellectual property issues in the course of their duties," one scholar notes. "While the legal issues are settled for many of the traditional facets of classroom instruction and research, new frontiers have arrived in the areas of distance education, and technology development and transfer."[9]

In the absence of an explicit agreement, according to the Supreme Court's decision in *United States v. Dubilier Condenser Corporation* (1933), the rights of public and private employees to their inventions depend on the nature of employment. In this case, two full-time laboratory researchers at the Bureau of Standards, U.S. Department of Commerce, generated inventions while on the job, using the Bureau's resources and facilities. If an employee was hired to invent products as part of the job, the Supreme Court declared, the patent belonged to the employer. If an employee hired to do general work conceived an invention, the "contract is not so broadly construed as to require an assignment of the patent."[10] If the employee created the invention while on the job, using the employer's facilities and resources, the employer acquired an implied licensee or shop right to use the invention.

Lower courts have applied the *Dubilier* principles to colleges and universities. Faculty members retained all rights to their inventions, these cases concluded, absent an express agreement assigning ownership rights, or conduct that might be construed as contractual acquiescence in university policies providing for such assignment. If the faculty member developed the invention while on the job, using university materials and funding, the university may have a nonassignable license to use the invention.

The inventions of faculty members are treated differently under patent law and copyright law. Copyright law vests ownership in the author, but allows employers to claim ownership if the work is within the scope of employment. Courts have recognized a "teacher exemption" to this doctrine for educational materials. Is faculty-created software potentially a lucrative product and covered under copyright law subject to this exemption? The issue is important to unions that want to protect faculty property rights and to colleges that might claim ownership. Administrators and faculty members commonly, *but incorrectly*, assume that the institution, as the employer, owns the invention, and that policies presuming institutional ownership are routine and enforceable. Anecdotal evidence suggests that faculty are or were in the past asked to waive ownership of any patents or copyrights as a condition of hire, or as part of "routine" paperwork.

Many of the 28 contracts in the database with a section on copyrights and patents employed language similar to *Dubilier*. Faculty members who developed the product on their own time and without college resources retained the copyright or patent. A faculty member who used university resources usually shared the copyright or patent with the university. Some contracts provided for faculty ownership of the product rights, once the college was reimbursed for the use of its resources. The college owned the product, under the provisions of other contracts, unless there was written agreement to the contrary.

The rights of faculty, as outlined in most contracts, reflected and did not go beyond external law. The Shoreline Community College, Washington, contract, an exception, provided for resolution of an ownership question:

> a. The ownership of any materials, processes or inventions developed solely by an academic employee's individual effort and expense shall vest in the academic employee and be copyrighted or patented, if at all, in the academic employee's name. b. The ownership of materials, process or inventions produced solely for the College and at College expense shall vest in the College and be copyrighted or patented, if at all, in its name. c. In those instances where materials, process or inventions are produced by an academic employee with college support by way of use or significant personnel, time, facilities, or other college resources, the ownership of the materials, processes or college resources, the ownership of the materials, process or inventions shall vest in (and be copyrighted or patented by, if at all) the person designated by written agreement between the parties entered into prior to the production. In the event there is no such written agreement entered into, the ownership shall be apportioned between the parties utilizing the binding arbitration procedures. (Article 7).

Impact of Technology

Some contracts reflected attempts to grapple with the new technology and its campus impact. Several contracts had interim provisions that developed technology guidelines on a class-by-class basis until the parties could fully negotiate the provisions. Existing contract provisions suggested that unions were concerned about technological unemployment, and about workload, training, and evaluation.

A broad article in the Florida State University System contract, entitled "Instructional Technology," moved towards a philosophical basis for the use of technology:

> (a) The parties recognize the increasing use of new technology. such as video tapes and computer software, to support teaching and learning and to enhance the fundamental relationship between employee and student. Furthermore, the parties also recognize that this technology should be used to the maximum benefit of the university and the employee. (b) "Instructional technology material" includes video and audio recordings, motion pictures, film strips, photographic and other similar visual materials, live video and audio transmissions, computer programs, computer assisted instructional courseware, programmed instructional materials, three dimensional materials and exhibits, and combinations of the above materials, which were prepared or produced in whole or in part by an employee, and which are used to assist or enhance instruction. (Article 9.8)

The employee owned the product of instructional technology, if it was created without university resources. When the work required university resources, the employee and the university "shall share in the proceeds" (Article 18.3).

A provision on telecommunications in the Gogebic Community College, Michigan, contract addressed the potential for job loss:

> The telecommunications education system is an electronic educational network designed to provide an alternative means of instructional delivery to provide education resources to students in a cost effective and efficient manner. A telecommunications education system shall not cause the layoff, replacement, displacement, or reduction of any faculty member's work hours . . . Class schedules utilizing Telecommunication as a delivery system will be determined as part of the normal scheduling process . . . faculty will be offered first opportunity to instruct Telecommunications activities based on seniority. Pay shall be determined in accordance with the credit/contact value of the course, whichever is appropriate. (Article XVII)

A provision on technology and job protection for support personnel at Grand Valley State University, Michigan, stated:

> The University and the Association recognize the introduction and expansion of electronic technology at Grand Valley State, including CRT's, word processing machines and other electronic devices. The University hereby confirms that such equipment introduced to date was not procured for the purpose of eliminating bargaining unit work. In the event that the expansion of new technological devices makes skills obsolete, the University agrees to make reasonable efforts to make available training opportunities to employees to improve existing skills or develop new skills so that employees may better serve the needs of the University. Nothing in this Agreement shall be construed to limit the University [sic] right to introduce new electronic technology.

The parties to the agreement at Oakland University, Michigan, lacking bargaining experience in the technology area, made provisional arrangements and agreed to bargain in future contracts:

> Therefore, during the term of this Agreement, Oakland and individual faculty members may enter into written agreements for experimentation with these new media. Said agreements may delineate such items as form of compensation, recapture by Oakland of production costs, royalties to be paid, ownership of copyrights, and preparation of accompanying materials.

The faculty association would receive copies of the agreements and notification of the credit hours used by media courses.

The contract for the Pennsylvania State System of Higher Education recognized that "technology allows methods of instruction different from traditional instruction in-the-classroom including, but not limited to, long distance education which involves teaching students by technological link-ups." Methods of instruction included "instruction utilizing satellites, fiber optics transmission, full-motion video, cable TV, microwave transmission, audio-graphics/computer, and videotapes." The contract, like its predecessor, recognized that rapid technological change made it impossible to bargain all specifics. Instead, the parties agreed to invoke local and state "Meet and Discuss" provisions via a union-management committee that approved new technology courses. These courses would also face the university curriculum process. "[T]echnology," the article added, "shall NOT be used to reduce, eliminate or consolidate FACULTY positions." The article provided for additional compensation to develop and deliver technology courses and for evaluation guidelines. It concluded: "Due to the constantly changing technologies, this Article will be reviewed and/or revised at the time of the contract negotiations."

The Schoolcraft College, Michigan, contract included extensive provisions for television classes. Faculty members had to attend an orientation session prior to receiving a telecourse assignment. "Due to the unique requirement of distance education courses coupled with the varied needs of adult learners," the instructor was responsible for viewing the course videos prior to the beginning of class, preparing a special format syllabus that is distributed to students at the first class session, communicating with students by phone or mail at least twice a month at college expense, conducting at least three review sessions, and administering tests. No faculty member was "required to teach a television course unless it is necessary to make a basic load," and most telecourses were taught as supplemental classes. The agreement specified a class size limitation.

Eighteen contracts in the database addressed workload and technology. The Youngstown State University, Ohio, contract provided:

> Up to three (3) computer-based and/or media-based courses may be developed and/or taught on an experimental basis during each academic year of this Agreement, providing the faculty member who teaches each course receives regular workload credit for it the first time it is offered, and providing further that the Administration and the Association reach agreement on workload credit for the course prior to it being offered a second time.

The parties agreed to negotiate provisions for these courses in the next contract.

The Salem Community College, New Jersey, contract specified a $26.80 per-student compensation rate for computer-assisted instruction in 1993-1994. The Barstow Community College, California, contract provided, "hours for television courses are the units assigned to the individual class." The Spoon River College, Illinois, contract stated: "the utilization of new technology that results in different or innovative class or schedule arrangements that have the mutual approval of the college and the employee may be assigned as requested by either a faculty member or the college." The contract for North Central Voc-Tech., Wisconsin provides that "Telecourses shall have a value of three and one-half percent (3.5%) per credit and a maximum enrollment of 32 students." The parties agreed to assign this provision to a "Labor/Management Work Load Committee" for further study.

"Courses taught by nontraditional methodology," an article in the Ferris State University, Michigan agreement, provided:

> a. Credit-bearing courses taught by nontraditional methods (television, computer aided instruction, video tape lecture, or any other electronic or other media) will be offered consistent with department procedures.
>
> b. Courses offered by any of the above methods will be assigned an instructor(s). The department head/supervisor and instructor(s) shall mutually determine, in advance and in writing, the contact hours required by the assignment which shall be considered part of the instructor's (s') class load.

Whatcom Community College, Washington, calculated contact hours by dividing technology-assisted courses into three categories. "Mediated Instructional System Facilitation" involved instruction "wherein coursework is totally packaged and faculty are not required to do curriculum development/revision, preparation, grading, or consultation beyond contracted hours." MISF required the least amount of work by a faculty member, and therefore required no workload adjustment. Contact hour adjustments were made when the faculty member had to "do some curriculum development/revision, diagnosis, planning, evaluation, and outside consultation." Further adjustments were made for telecourses that "do not require, beyond the norm, curriculum development or faculty/student interaction (including evaluation)."

Part-time faculty members at Coast Community College District, California, received extra pay for activities directly related to teaching. "These activities shall include but not be limited to substituting; telecourse design and development; alternative learning services; open laboratory classrooms with one-on-one tutoring (basic skills, language labs, ESL labs, and computer labs). The rate is $215 per day ($26.88 per hour)." The Clark College, Washington, contract provided: "[T]elecourses are paid at the lecture rate with no bonus for enrollment. However, if enrollment exceeds standard capacity by 15, a second section will be opened and paid. If double capacity is reached plus 15, a third section will be opened and paid, etc."

Some bargaining units devised language for monitoring the use of technology in faculty evaluation. The administrative evaluation procedure for faculty members at Pensacola Junior College, Florida prohibited the use of "any electronic recording device in the process of evaluating faculty." The Mt. San Antonio Community College, California, contract stated: "In the evaluation process, faculty shall be free from any and all forms of electronic or other listening or recording devices, except with his/her express and noncontinuing consent." Faculty members at Monterey Peninsula Community College, California, could opt for evaluation using "electronic recording devices."

The use of technology in higher education is a multifaceted, complex issue. Many agreements provided for the use of technology on a case-by-case basis and for labor-management committees, while deferring full bargaining until a subsequent contract—a sign of uncertainty. Parties seldom resisted technology and nontraditional teaching methods, but proceeded with caution when relating technology to compensation, workload, and evaluation. This area of contract negotiations will develop over the next five to ten years as institutions increase their use of technology to maintain or increase productivity in light of continuing fiscal restraints.

MERIT, MARKET, AND EQUITY FACTORS IN FACULTY COMPENSATION

Colleges with bargaining agreements characteristically have higher salaries than nonbargaining counterparts. The College and University Personnel Association (CUPA), which sampled 307 four-year public, comprehensive universities and colleges, reported a $9,354 differential in 1993-1994, for salaries at unionized public colleges and universities. This salary advantage occurred in *every* academic discipline, including business and engineering disciplines whose members traditionally opposed collective bargaining. The 1993-1994 differentials ranged from $4,602 for faculty members in occupational therapy to $14,252 for agribusiness (see page 18). The CUPA report concluded:

> In all 55 major discipline fields, collective bargaining faculty have a higher salary factor than for noncollective bargaining faculty. One hundred and five (105) of the 307 participating institutions (34%) had collective bargaining contracts with their faculties. The average salary for collective bargaining institutions is 22.12 percent higher than for noncollective bargaining institutions in the survey.[11]

Salary structures in higher education varied greatly. Some salary schedules placed faculty members according to level of education and awarded step increases for years of experience. Other schedules had a salary range for each rank (an associate professor's salary might range from $32,000 to $45,000, for example) but had no established step increases within the ranks nor salary increases, except for what was bargained. Annual reports of average faculty salaries by rank and discipline do not reveal the factors used to set salary levels, such as merit, market factors, and equity.

Some contracts in the NEA database address merit, market factors, and equity in one contract section; others include only one topic. The Delaware State College contract provided for three types of salary adjustments: an across-the-board increase, a merit pool equal to no less than 1.5 percent of the base salaries for the previous year, and an equity adjustment pool equal to no less than 2.5 percent of the base salaries for the previous year. The contract for Wayne State University, Michigan, provided for compensation adjustments to "reflect competitive changes in the academic market, to reward outstanding professional contributions, and to effect the correction of inequities."

Collective bargaining agreements rarely reflected external factors that affect faculty and staff salaries. The Nebraska State College contract, for example, specified five priorities for the allocation of salary improvement money, over funds for across-the-board increases, appropriated by the legislature: 1. achieving comparability, 2. paying increased benefits costs, 3. assuring no inequities exist that violate nondiscrimination laws, 4. adjusting "salary compaction" for long-term employees, and 5. market-place adjustments. In Nebraska, some bargaining occurs at the legislative level before the contract is applied locally.

Two-year institutions tended to have more structured salary systems, including step increases for seniority and increments for advanced degrees. Placement on the steps usually depended upon prior experience and relevant degrees. Negotiated salary increases were usually reflected as a percentage increase on the structure base. Salaries tended to be closely tied to classroom hours or other quantitative workload criteria. The systems for four-year institutions were usually much less structured. Administrations were more likely to have discretion, sometimes limited, sometimes virtually unlimited, to set starting salaries, while the union negotiated increases from those starting points. Unions were thus more likely to be negotiating raises than salaries in four-year institutions. This fine distinction, over a long period of time, could create a wide dispersion of salaries within and between departments as hiring differentials based on market conditions became wider in absolute dollars. Internal equity problems frequently arose when salary increases for experienced faculty did not keep up with increases in hiring salaries.

These problems include compression (or compaction), inversion, and inequity. Compression exists when new hires, usually within "hot" market disciplines, are hired in at salaries higher than senior faculty. Inversion, a close relative, occurs when the salary of a new hire exceeds the salary of a colleague hired two or three years earlier. Inequity—either legal but market-driven or brought about by illegal discrimination—arises from the perception that faculty all do the same work, merit arguments aside, and should, therefore, receive the same pay. Collective bargaining contracts in the data base attempted to provide structure, albeit after the fact, to salary chaos.

Market Conditions

Four-year institutions were more likely to address market factors. Higher salaries resulted from institutional competition with private industry for faculty in business, engineering, and computer science disciplines. This same situation prevailed in two-year technical schools that competed with the private sector for specialized faculty.

We may glean the effect of market conditions from two national salary studies. The CUPA report showed a wide range of salaries by discipline (see page 12). The Oklahoma State University (OSU) study reported on salaries for the 93 public Land Grant universities. The Land Grant universities have a higher percentage of graduate and professional faculty than the CUPA sample. Law faculty, the OSU survey found, received the highest salaries, followed by business administration and management, computer and information, and health sciences. Transportation, visual and performing arts, leisure studies, home economics, education, language, and communications were at the lower end.[12]

The salary variations that resulted from market conditions have consistently troubled union negotiators. "Since the early 1970s unions have had to face the prospect of bargaining some form of extra salary for professors in certain disciplines at the expense of other professors in disciplines allegedly less in demand in the marketplace," one analyst notes. "The acceptance of inter-discipline salary differentials has not been without controversy."[13] Faculty members are torn between a belief in "equal pay for equal work" and a recognition that filling some positions requires differential salaries.

Many contracts mitigated the salary dispersion created by market pressure by including some structure in the salary system to prevent administrative abuse, while ceding the actual salary determination to the administration. Some unions negotiated minimum salaries by rank, but did not prohibit higher salaries for market considerations. These contracts included few criteria for placement on the scale. Faculty-administrator salary committees at

Wayne State University and Saginaw Valley State University, both in Michigan, determined the need for market adjustments. The priority list for salary improvements in the Nebraska State College contract included market-place adjustments. The contract for the Pennsylvania State System of Higher Education provided for appointment of faculty members at a higher salary, if the union and administration agreed that the appointee's field was a "specialty or discipline in which the University has had difficulty recruiting."

The Oakland University, Michigan, contract allowed faculty members to receive additional levels on the salary schedule. These additions became permanent additions to the salary base.

> Each academic unit shall develop procedures for making such recommendations. Reasons for such level advances may include, but are not limited to, internal equity, market conditions or extraordinary performance. Oakland's determination to grant or not to grant level advances under this paragraph shall not be grievable.

The Western Michigan University contract allowed additional compensation to "reflect competitive changes in the academic market, to reward outstanding professional contributions and to reflect the correction of inequities." The contract added:

> Salaries, salary increases, and fringe benefits as specified in this agreement are minimum requirements. The University may provide salaries, salary increases and fringe benefits in excess of these minima (sic) when such extra salaries and fringe benefits are essential for the maintenance or improvement of the academic quality of the unit . . . .The University's implementation of any such salary and/or benefits shall be reported to the salary committee of the unit and to the Association and the required funds shall not be taken from current or future bargaining unit negotiated compensation increase pools.

The California State University contract, which covered 21 campuses and over 17,500 faculty members, provided for "Designated Market Disciplines" whose purpose "shall be to ameliorate critical recruitment and retention problems" in certain disciplines. To designate a discipline, CSU had to provide information about comparative salaries in private industry and other institutions and demonstrate a hiring difficulty. Once a department received designation, the higher salary became a "permanent change in the employee's base salary," and all faculty in the department receive the adjustment.

The contract for the Florida State University System provided for increases in the salary rates of ranked faculty and librarians to achieve a minimum level of 80 percent of the discipline average as listed in the OSU survey.

Some two-year colleges provided for market factors in salary placement, though less frequently than the four-year institutions. The Washtenaw Community College, Michigan, contract permitted the vice president to place a faculty member higher on the salary schedule when market conditions warranted. The Edison State Community College, Florida, contract allowed consideration of "market salary and demand" for salary placement and promotion. The Jefferson Technical College, Ohio, contract stated:

> For positions where the current base does not attract qualified employees due to existing market value, the College may award up to an additional two years service credit on the salary schedule at the College discretion.

The contract for Rogue Community College, Oregon, gave the college president the discretion for placement for "unusual situations, such as high market rates for a specific instructional discipline." The union must agree to a placement above Step 9.

Market factors will continue to influence salary decisions, especially in new disciplines, and in disciplines that, not having hired new faculty in recent years, are faced with shortages as current faculty members retire. The scarcity of jobs in the social sciences and liberal arts in the 1970s and 1980s has resulted in a shortage of qualified Ph.D.'s in English, foreign languages, sociology, and history. Attracting women and minority candidates will also require higher salaries.

Merit Pay

Merit pay is an accepted practice, especially at many four-year institutions. Salary allocations often include a percentage for across-the-board raises and additional funds that reward tenure and promotion, teaching excellence, and the submission of grant applications and articles for publication. Merit pay may be a one-time bonus, or part of the salary base. The administration determines merit in some cases; elsewhere the faculty and administration decide jointly or a faculty recommendation is required. Unions usually favor across the board increases over the merit pool and want a faculty role in determining merit. Most contracts did not permit faculty members or unions to grieve the merit decision, but some allowed grievances based on procedures or due process.

The California State University contract provided for $2,500 "Meritorious Performance and Professional Promise" awards that were not added to the base salary. The Academic Senate and the administration jointly determined the award criteria, and the president could not make an award "without a recommendation from the faculty of the particular school, college, or appropriate administrative unit." Allocation of the 1870 awards available annually was based on the number of full-time equivalent faculty.

The merit plan in University of Massachusetts contract was open to all faculty; the awards came from a separate pool of money, and decisions were based on the "Annual Faculty Report and Evaluation" or the "Annual Report and Evaluation for Librarians." Departmental or library personnel committee recommendations were forwarded to the department chairs, the deans, and the provost. These committees had an opportunity to respond if an administrator disagreed with their recommendations.[14]

The Saginaw Valley State University, Michigan, contract provided for an administration-faculty "Professorial Merit Committee" to review merit pay applications. The university added the $2,500 merit raise to the base salary, but professors were eligible only once every five years. The support staff contract at Saginaw Valley provided for an administration-determined "bonus for merit" of between $100 and $300 that was not added to the base salary.

The Delaware State College contract had a "Merit Compensation Program":

> The sum of money available will be equal to 1.5 percent of the total annual salaries (not including benefits) paid to members of the bargaining unit . . . In addition no fewer that 20 percent or more than 40 percent of the bargaining unit members shall receive a merit award in a given year.

Recommendations originated with department chairs, and were then forwarded to the deans, vice presidents, and the president, who made the final decision. The college added the award to the base salary.[15]

Equity Issues

Serious salary equity problems persist in higher education. Women receive less money on average because they are concentrated in lower paying disciplines, lower ranks, and temporary positions, and because they rise through the academic ranks at a slower pace.[16] National studies and surveys in California, Pennsylvania, Virginia, Minnesota, Illinois, Florida, Massachusetts, and New Hampshire demonstrated continued gender inequities. Faculty members do the same job, one analyst notes, but "women's average salaries are approximately 85 percent of men's."[17] The 1992-1993 *NCES Faculty Survey* showed that salaries averaged higher for men in all types of institutions. "Not only are women more likely to have a lower academic rank than men," noted the *NEA 1994 Almanac of Higher Education*, "but women received lower salaries at every academic rank. The greatest difference $6,297 occurred at the full-professor level in four-year colleges and universities."[18]

Are these discrepancies legitimate? Many salary studies do not control for differences in discipline, education, years of service, and performance. Do gender differences in rank and salary persist when the controls are applied? One way to determine this it to analyze salaries using a regression model with gender as an independent variable. Multiple regression analysis is a statistical procedure that studies the effect of gender on salary independent of other influences. It is increasingly being used to uncover pay inequity.[19] A multiple regression analysis on 1988 "National Survey of Postsecondary Faculty" data concluded that time spent on research and scholarship, seniority, and being male were the "key determinants of faculty pay regardless of institutional type or mission, source of control, or program area."[20]

Some contracts in the database required a study of salaries and correction of inequities. The Florida State University union and administration conducted a salary regression study and then agreed to an extensive section on gender equity that required each campus president to notify employees of the procedure to conduct a salary study. The notice had to state:

> In any year, an employee may seek to resolve a salary inequity due to discrimination based on race or sex either by filing a grievance under Article 6 Nondiscrimination or by conducting a salary equity study according to this procedure. But the Employee cannot do both.

The union, or the administration and a colleague, could help the employee prepare the salary study. The administration could approve or deny the salary adjustment; an appeals committee heard disputes. The contract also required the administration to conduct a statistical review of salaries to "ensure that any significant differences in salaries of female and minority employees, when compared with those of male and white employees, respectively are attributable to factors other than race or sex." The contract added: "Salaries that are more than one standard deviation below the predicted value, shall be reviewed further." The university provided funds to correct inequities found through the statistical analysis.[21]

Negotiation is a reasonable mechanism for addressing salary equity. Lawsuits are expensive and time consuming. Proof of discrimination may require substantial back pay awards. Colleges must also ask if the salary differentials created by the market structure, though not discriminatory per se, might foster or exacerbate gender inequalities. At the other extreme, a complete lack of structure may breed gender, race, or disciplinary inequities. Hiring women or minorities is not enough; colleges and universities must also insure equitable salary treatment and tenure and promotion opportunities.

CONCLUSION

Negotiations on technology issues are assuming increased importance. Neither unions nor administrations can accurately forecast the impact of technology on workload and compensation. Other salary determinants, such as market, merit, and equity, though not new to the negotiations process, will continue to play a significant role, and equity may move to the forefront.

Union members must move contract negotiations from defensiveness and protectionism to proactivism and a future-orientation. Traditional contracts do not afford workers sufficient legal protections at a time of declining state higher education appropriations, campus reorganization, downsizing, and program elimination. Contract provisions should therefore afford the union a responsible role in strategic planning and, perhaps even more important, help unit members realize quality and productivity gains.

Present definitions of productivity are usually connected to managerial attempts to control and increase the time of faculty members in classes and with students, and to union efforts to minimize administrative control and restrain demands on faculty time. Unions, instead, should work to connect the productivity of faculty members *and their academic units* to institutional productivity.

Colleges cannot demand more productivity, then reward the increase by restructuring with layoffs. Old bargaining approaches will not help to increase educational quality and effectiveness, establish niches in public and private markets, and improve methods and curricula—in short, educate students to meet the demand for a technological workforce. Unions and administrations must now bargain the academic structure of 2005, rather than attempt to preserve the academy of 1940.

NOTES

[1] Harrison and Bluestone 1988, for example.

[2] Our analysis is of 200 contracts representing a sample that balances institutional type, geography, and type of employee (most, but not all, contracts are NEA). The Higher Education Contract Analysis System (HECAS) enables users of the software to search efficiently for target key words/phrases in the contracts.

[3] Bennett, 1984; Boyer, 1990; Massy and Zemsky, 1994.

[4] Both Ohio and Florida have mandated workloads or workload increases. In each state, workload is defined by time spent in teaching activities.

[5] Gumport, 1993.

[6] Rhoades, 1993.

[7] Bluestone and Bluestone, 1992.

[8] L.A. Poltrock, "Campus Bargaining and the Law," Paper presented to the annual conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions, April 20, 1993.

[9] Enghagen, 1993.

[10] *Dubilier*, 53 S. Ct. at 557.

[11] College and University Personnel Association, 1993, 7.

[12] There is no good national study on salary structures and differentials in two-year institutions.

[13] Semelroth, 1987, 65.

[14] The Iowa State University contract provided for an annual evaluation of faculty members by their respective department heads for the purpose of merit salary increases.

[15] Oakland University, Michigan, had a similar program. The administration had "sole discretion" in determining merit.

[16] Maitland in *Women in Higher Education*, 247. The lower paying disciplines include English, education, foreign languages, nursing, home economics, fine arts, and library science. Women are underrepresented in disciplines such as engineering, business, and the sciences.

[17] Gray, 1991, 55.

[18] Lee, 1994, 12.

[19] Gray, 1991.

[20] Fairweather, 1994, 53.

[21] The contracts for the Massachusetts State Colleges and Keene State College, New Hampshire, also provided for statistical analysis of salary and for funds to correct inequities. The Central Community College, Nebraska, contract also required a "gender equity salary study" and for adjustments in salary to equalize pay. The Center Michigan University contract provided for a "Salary Equity Study Committee" to review faculty salaries and determine if any inequities existed. Resulting inequities required salary adjustments. Three other Michigan contracts addressed equity—Wayne State University, Ferris State University, and Saginaw Valley State University.

[22] Rhoades, 1993.

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APPENDIX 1

NEA Higher Education Bargaining Units

The following list of NEA higher education collective bargaining units is based on a report form developed and published by the National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Adirondack Comm. College, NY	90	85	2	1
Adirondack Comm. College/Clerical, NY	68	...	2	1
Adrian College, MI	56	75	4	1
Alpena Comm. College, MI	52	65	2	1
Arkansas-Little Rock, University of	200	94	4	1
Atlantic Comm. College, NJ	91	68	2	1
Atlantic Comm. College/Admin., NJ	25	...	2	1
Atlantic Comm. College/Support, NJ	145	...	2	1
Baker College, MI	20	78	2	1
Barstow College, CA	117	79	2	1
Bay de Noc Comm. College, MI	46	73	2	1
Beaver County, Comm. College of, PA	54	73	2	1
Beaver County, Comm. College of, Clerical, PA	55	...	2	1
Bellevue Comm. College, WA	350	72	2	1
Bergen Comm. College, NJ	239	68	2	1
Bergen Comm. College/Admin., NJ	8	...	2	1
Bergen Comm. College/AP, NJ	35	...	2	1
Big Bend Comm. College, WA	50	80	2	1
Black Hawk Tech. College/Support, WI	55	...	2	1
Blue Mountain Comm. College, OR	73	75	2	1
Brainerd-Staples Tech. College, MN	100	91	2	2
Brevard Comm. College, FL	231	81	2	3
Brookdale Comm. College, NJ	166	71	2	1
Brookdale Comm. College/Admin., NJ	120	...	2	1
Brookdale Comm. College/Support, NJ	364	...	2	1
Broome Comm. College, NY	217	79	2	1
Broome Comm. College/Clerical, NY	78	...	2	1
Broome Comm. College/Maintenance, NY	43	...	2	1
Broward Comm. College, FL	285	83	2	4
Burlington County College, NJ	89	70	2	1
Burlington County College/Support, NJ	129	...	2	1
Butler County Comm. College, KS	81	71	2	1
Butler County Comm. College, PA	137	91	2	1
Butler County Comm. College/Clerical, PA	38	...	2	1
Butte College, CA	125	78	2	1
California State University System, CA	18,600	82	4	20
Camden County College, NJ	95	80	2	1
Camden County College/Admin., NJ	115	...	2	1
Carl Sandburg College, IL	57	75	2	2
Cayuga County Comm. College, NY	80	78	2	1

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Central Comm. College, NE	134	90	2	3
Central Michigan University, MI	615	69	4	1
Central Michigan University/Tech., MI,	135	3	4	1
Chaffey Comm. College, CA	309	80	2	1
Chemeketa Comm. College, OR	225	74	2	1
Chemeketa Comm. College/Adjunct, OR	600	84	2	1
Chipola Junior College, FL	57	76	2	1
Chippewa Valley Tech. College, WI	188	85	2	2
Citrus College, CA	130	77	2	1
Clackamas Comm. College, OR	150	75	2	1
Clackamas Comm. College/Adjunct, OR	430	86	2	1
Clackamas Comm. College/Staff, OR	134	83	2	1
Clark College, WA	65	74	2	1
Clatsop Comm. College, OR	58	75	2	1
Clatsop Comm. College/Support, OR	134	75	2	1
Clinton Comm. College, NY	55	78	2	1
Cloud County Comm. College, KS	46	70	2	1
Coast Comm. College Dist./Adjunct, CA	1,100	79	2	3
Colby Community College, KS	151	88	2	1
Columbia Basin Comm. College, WA	37	72	2	1
Columbia Greene Comm. College, NY	43	79	2	1
County College of Morris, NJ	158	75	2	1
County College of Morris/Support, NJ	180	...	2	1
Cowley County Comm. College, KS	44	69	2	1
Cumberland County College, NJ	49	68	2	1
Cumberland County College/Support, NJ	32	...	2	1
Cumberland County College/Tech., NJ	23	...	2	1
Danville Area Comm. College, IL	69	83	2	1
Danville Area Comm. College/Staff, IL	85	84	2	1
Delaware County Comm. College, PA	100	74	2	1
Des Moines Area Comm. College, IA	237	76	2	1
Des Moines Area Comm. College/Support, IA	179	...	2	1
Desert, College of the, CA	279	87	2	1
Detroit College of Business, MI	22	73	4	1
Detroit/Mercy, University of, MI	167	75	4	1
Detroit/Mercy, University of/Clerical, MI	90	...	4	1
District of Columbia, University of, DC	459	78	4	3
DuPage, College of, IL	230	89	2	1
Dutchess Comm. College, NY	200	87	2	1
Dutchess Comm. College/Adjunct, NY	270	87	2	1
Eastern Iowa Comm. College, IA	157	75	2	3
Eastern Washington State	404	94	4	1
Edison State Comm. College, OH	43	85	2	1
Elgin Comm. College/Clerical, IL	100	...	2	1
Endicott College, MA	30	73	2	1
Erie Comm. College, NY	468	78	2	3
Essex County College, NJ	147	68	2	1
Essex County College/Admin., NJ	55	...	2	1

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Essex County College/Security, NJ	32	93	2	1
Essex County College/Support, NJ	200	...	2	1
Ferris State University, MI	507	73	4	1
Ferris State University/Admin., MI	16	...	4	1
Ferris State University/Clerical, MI	240	...	4	1
Finger Lakes, Comm. College of the, NY	147	78	2	1
Flathead Valley Comm College, MT	35	81	2	1
Florida State Univ. System, FL	8,000	76	4	9
Florida State Univ. System/Grad. Ass'ts, FL	3,300	76	4	2
Fox Valley Tech. College, WI	200	68	2	2
Fox Valley Tech. College/Clerical, WI	210	...	2	2
Fulton-Montgomery Comm. College, NY	67	78	2	1
Fulton-Montgomery Comm. College/Clerical, NY	31	...	2	1
Garden City Comm. College, KS	65	71	2	1
Gateway Technical College, WI	250	82	2	4
Gateway Technical College/AP, WI	85	...	2	4
Gavilan Comm. College, CA	69	76	2	1
Genessee Comm. College, NY	112	78	2	1
Geneva College/Maint., PA	45	...	4	1
Glen Oaks Comm. College, MI	28	68	2	1
Glen Oaks Comm. College/Clerical, MI	21	...	2	1
Gogebic Comm. College, MI	48	65	2	1
Gogebic Comm. College/Clerical, MI	17	...	2	1
Grand Valley State/Clerical, MI	185	...	4	1
Grays Harbor College, WA	50	68	2	1
Green River Comm. College, WA	223	72	2	1
Hartnell Comm. College, CA	91	76	2	1
Hawaii, University of, HI	3,159	74	2/4	10
Hawkeye Inst. of Tech., IA	118	80	2	1
Hawkeye Inst. of Tech./Custodial, IA	45	...	2	1
Highline Comm. College, WA	381	65	2	1
Hillsboro Comm. College, FL	198	83	2	3
Hocking Technical College, OH	51	86	2	1
Hocking Technical College/Clerical, OH	60	...	2	1
Hudson County Comm. College, NJ	42	89	2	1
Hudson County Comm. College/Support, NJ	70	89	2	1
Hutchinson Comm. College, KS	80	...	2	1
Illinois Eastern Comm. College, IL	89	85	2	4
Imperial Valley College, CA	77	82	2	1
Independence Comm. College, KS	34	70	2	1
Iowa Central Comm. College, IA	100	75	2	1
Iowa Lakes Comm. College, IA	82	75	2	2
Iowa Western Comm. College, IA	116	75	2	1
Jackson Comm. College, MI	120	65	2	1
Jackson Comm. College/Clerical, MI	66	...	2	1
Jamestown Comm. College/Clerical, NY	90	...	2	2

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Jefferson Comm. College, NY	73	75	2	1
Jefferson Tech. College, OH	46	85	2	1
Jefferson Tech. College/Clerical, OH	47	...	2	1
John A. Logan College, IL	55	72	2	1
Johnson County Comm. College, KS	216	80	2	1
Kalamazoo Valley Comm. College, MI	96	69	2	1
Kansas City Kansas Comm. College, KS	104	71	2	1
Kaskaskia Comm. College, IL	27	84	2	1
Kaskaskia Comm. College/Staff, IL	60	...	2	1
Keene State College, NH	157	77	4	1
Kellogg Comm. College, MI	103	68	2	1
Kellogg Comm. College/Clerical/AP, MI	52	...	2	1
Kellogg Comm. College/Maint., MI	24	...	2	1
Kendall College of Art and Design, MI	50	74	3/4	1
Kern Comm. College, CA	324	77	2	3
Kirkwood Comm. College, IA	184	75	2	1
Labette Comm. College, KS	35	70	2	2
Laboure College, MA	15	75	2	1
Lackawanna Jr. College, PA	28	79	2	1
Lake Superior State University, MI	116	78	4	1
Lake Superior State University/ESP, MI	112	85	4	1
Lakeland Comm. College, OH	114	78	2	1
Lakeshore Tech. College, WI	92	68	2	1
Lane Comm. College, OR	272	74	2	1
Lane Comm. College/Support, OR	366	...	2	1
Lansing Comm. College, MI	1,000	68	2	1
Lansing Comm. College/Clerical, MI	100	...	2	1
Lehigh County Comm. College, PA	66	70	2	1
Lehigh County Comm. College/Support, PA	36	...	2	1
Lewis and Clark Comm. College, IL	79	79	2	1
Long Beach City College, CA, Full-time unit	313	79	2	2
Part-time unit	610	89	2	2
Lowell, University of, MA	546	76	4	1
Lower Columbia College, WA	82	81	2	1
Luzerne County Comm. College, PA	107	71	2	1
Luzerne County Comm. College/Clerical, PA	68	...	2	1
Maine Technical College System, ME	307	...	2	6
Maine Technical College Sys./Admin., ME	52	...	2	6
Maine, University of-System, ME	1,317	78	4	7
Maine, University of-System/ESP 1, ME	1,246	78	4	9
Maine, University of-System/ESP 2, ME	863	78	4	9
Massachusetts Comm. College System, MA	1,900	76	2	17
Massachusetts Comm. College System/Cont'g Ed., MA	1,800	87	2	17
Massachusetts State Colleges, MA	1,535	77	2	17
Massachusetts State Colleges/Cont'g Ed., MA	1,050	87	4	9
Massachusetts State Colleges/Prof. Admin., MA	447	79	4	9
Massachusetts, University of, MA	1,800	74	4	2
Massachusetts, University of/ESP, MA	1,293	80	4	2

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
McHenry County College, IL	55	71	2	1
Medicine and Dentistry, Univ. of/Acad. Prof., NJ	22	...	4	5
Merced College, CA	123	76	2	1
Mercer County Comm. College, NJ	119	70	2	1
Metropolitan Tech. Comm. College, NE	125	74	2	3
Michigan State University/AP, MI	780	85	4	1
Mid-Michigan Comm. College, MI	40	70	2	2
Mid-Michigan Comm. College/Clerical, MI	42	7	2	2
Mid-Plains Tech Comm. College Area, NE	75	76	2	2
Mid-State Tech. Inst., WI	87	70	2	3
Mid-State Tech. Inst./Custodial, WI	12	...	2	3
Minnesota Comm. College System, MN	1,629	72	2	18
Minnesota Riverland Tech. College, MN	151	91	2	3
Mitchell Voc. Tech./Support, SD	13	...	2	1
Monroe County Comm. College, MI	56	73	2	1
Monroe County Comm. College/Custodial, MI	17	93	2	1
Montcalm Comm. College, MI	27	68	2	1
Montcalm Comm. College/Support, WI	33	...	2	1
Monterey Peninsula Comm. College, CA	400	78	2	1
Moraine Park Tech. Coll./Support, WI	100	...	2	1
Mott Comm. College, MI	196	66	2	1
Mott Comm. College/Prof./Tech., MI	100	...	2	1
Mount Hood Comm. College, OR	181	75	2	1
Mount Hood Comm. College/Adjunct, OR	337	82	2	1
Mount San Antonio College, CA	750	76	2	1
Mount San Jacinto College, CA	44	77	2	1
Muskegon Comm. College, MI	97	65	2	1
Muskegon Comm. College/Clerical, MI	43	...	2	1
Napa Valley College, CA	213	77	2	1
National College of Business, SD	40	76	4	1
Nebraska-Kearney, University of	308	76	4	1
Nebraska State Colleges, NE	239	76	4	3
Niagara County Comm. College, NY	150	78	2	1
Niagara County Comm. College/Clerical, NY	120	...	2	1
Nicolet Area Tech. College/Clerical/Maint., WI	40	...	2	1
North Central Michigan College, MI	35	80	2	1
North Central Tech. College, WI	138	69	2	2
North Central Tech. College/Tech., WI	40	...	2	2
North Country Comm. College, NY	65	78	2	4
North Orange County Comm. College, CA	550	79	2	2
Northeast Iowa Tech. Inst., IA	96	75	2	2
Northeast Tech. Comm. Colleges, NE	73	90	2	1
Northeast Wisconsin Tech. College, WI	195	72	2	3
Northeast Wisconsin Tech. College/Clerical, WI	100	...	2	3
Northeast Wisconsin Tech. College/Tech., WI	50	...	2	3
Northern Iowa, University of, IA	580	80	4	1
Northern Mich. University/Skills Ctr., MI	24	80	2	1
Northwest Iowa Tech. College, IA	33	75	2	1
Northwest State CC, OH	35	75	2	1
Northwest State CC/ESP, OH	20	86	2	1

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Oakland Comm. College, MI	301	71	2	4
Oakton Comm. College, IL	141	86	2	1
Oakton Comm. College/Part-time, IL	65	85	2	1
Ocean County College, NJ	102	68	2	1
Ocean County College/Support, NJ	148	...	2	1
Ocean County College/Admin.-Primary, NJ	33	93	2	1
Ocean County College/Admin.-Supervisory, NJ	19	93	2	1
Olympic College, WA	344	64	2	1
Orange County Comm. College, NY	125	78	2	1
Palm Beach Comm. College, FL	200	88	2	4
Palo Verde Comm. College, CA	12	81	2	1
Pasadena City College, CA	343	79	2	1
Passaic County Comm. College, NJ	54	72	2	1
Passaic County Comm. College/Admin., NJ	54	93	2	1
Passaic County Comm. College/Support, NJ	76	...	2	1
Peirce Junior College, PA	50	93	2	1
Peninsula College, WA	108	67	2	1
Pennsylvania College of Technology, PA	209	71	2	2
Pensacola Jr. College, FL	260	85	2	1
Pima Comm. College, AZ	280	78	2	4
Pittsburg State Univ., KS	210	74	4	1
Pratt Comm. College, KS	25	77	2	1
Rancho Santiago Comm. College/Cont'g Ed., CA	368	...	2	1
Raritan Valley Comm. College/Admin., NJ	45	...	2	1
Rhode Island, Comm. College of, RI	310	72	2	2
Rhode Island, Comm. College of/Prof. Staff, RI	130	80	2	2
Rhode Island, Comm. College of/Clerical, RI	189	...	2	2
Rhode Island School of Design, RI	97	78	4	1
Rhode Island School of Design/Part-time, RI	146	80	4	1
Rhode Island, University of/Physicians, RI	4	79	4	1
Rhode Island, University of/Prof., RI	241	...	4	1
Rhode Island, University of/Clerical, RI	488	...	4	1
Rio Hondo Comm. College, CA	363	79	2	1
Riverside Comm. College, CA	650	78	2	1
Robert Morris College/Custodial, PA	65	...	4	1
Roger Williams College, RI	152	72	4	2
Roger Williams College/Clerical, RI	59	...	4	1
Roger Williams College/Custodial, RI	34	...	4	1
Rogue Comm. College, OR	66	75	2	1
Saddleback Comm. College, CA	910	76	2	2
Saginaw Valley State University, MI	152	72	4	1
Saginaw Valley State University/ESP, MI	37	78	4	1
Saginaw Valley State University/Clerical, MI	140	...	4	1
St. Bernard Parish Comm. College, LA	30	...	2	1
St. Clair County Comm. College, MI	95	68	2	1
St. Clair County Comm. College/Clerical, MI	55	...	2	1
Saint Leo College, FL	56	79	4	1

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
St. Louis Comm. College, MO	473	78	2	3
Salem Comm. College, NJ	31	75	2	1
Salem Comm. College/Support, NJ	14	...	2	1
San Bernadino Comm. College, CA	544	86	2	2
San Joaquin Delta College, CA	580	77	2	1
San Jose/Evergreen Comm. College Dist., CA	952	77	2	2
Santa Clarita Comm. College/Dist. 6, CA	60	77	2	1
Sauk Valley College, IL	50	69	2	1
Schenectady County Comm. College, NY	76	78	2	1
Schoolcraft College, MI	336	72	2	1
Schoolcraft College/Clerical, MI	50	...	2	1
Schoolcraft College/Maintenance, MI	39	...	2	1
Sequoias, College of the, CA	313	76	2	1
Shasta College, CA	131	76	2	1
Shawnee Comm. College, IL	20	84	2	1
Shawnee State University, OH	80	75	4	1
Shawnee State University/ESP, OH	80	75	4	1
Sierra Comm. College Dist., CA	530	77	2	1
Skagit Valley College, WA	288	65	2	2
Solano Comm. College, CA	334	77	2	1
South County Community College, CA	895	78	2	2
South Dakota University System, SD	1,250	77	4	6
Southeastern Comm. College, IA	78	75	2	2
Southeastern Comm. College/Prof. Adm., IA	55	91	2	3
Southeastern Illinois College, IL	40	85	2	1
Southeastern Voc. Tech. Inst./Clerical, SD	10	...	2	1
Southern Illinois Univ.-Carbondale/Staff, IL	96	88	4	1
Southern Illinois Univ.-Carbondale/ESP, IL	658	78	4	1
Southern Illinois Univ.-Edwardsville/AP, IL	280	88	4	2
Southern Illinois Univ.-Edwardsville/Tech., IL	100	92	4	2
Southern State Comm. College, OH	29	85	2	3
Southwestern College, CA	500	77	2	1
Southwestern Comm. College, IA	38	75	2	2
Southwestern Tech. College, MN	140	85	2	4
Spokane Falls Comm. College/Dist. 17, WA	1,000	70	2	2
Spoon River College, IL	38	73	2	1
Spoon River College/Tech., IL	30	92	2	1
Spoon River College/Correctional Center, IL	8	92	2	1
Sullivan County Comm. College, NY	120	78	2	1
Sullivan County Comm. College/Staff, NY	111	...	2	1
Suomi College/Support, MI	31	...	2	1
Taft College, CA	23	76	2	1
Terra Tech. College, OH	46	85	2	1
Thaddeus Stevens State School of Tech., PA	41	72	2	1
Tompkins-Cortland Comm. College, NY	91	82	2	1
Treasure Valley Comm. College, OR	55	...	2	1
Ulster County Comm. College, NY	86	78	2	1
Ulster County Comm. College/Staff, NY	57	84	2	1
Union County College/Acad. Prof., NJ	67	...	2	4

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Union County College/Clerical, NJ	90	...	2	4
Union County College/Maintenance, NJ	39	...	2	4
Union County College/Support, NJ	18	...	2	4
Victor Valley College, CA	89	76	2	1
Walla Walla Comm. College, WA	90	68	2	2
Warren County Comm. College, NJ	13	93	2	1
Washtenaw Comm. College, MI	162	66	2	1
Waukesha County Tech. College, WI	259	67	2	3
Waukesha County Tech. College/Support, WI	175	...	2	3
Wenatchee Valley College, WA	178	65	2	1
West Hills Comm. College, CA	47	77	2	1
Westmoreland County Comm. College, PA	65	72	2	1
Westmoreland County Comm. Coll./Support, PA	12	...	2	1
West Shore Comm. College, MI	78	84	2	1
West Shore Comm. College/Clerical, MI	33	...	2	1
Western Iowa, Tech. Comm. College, IA	68	76	2	1
Western Nebraska Comm. College, NE	97	76	2	2
West Virginia	...	94	4	1
William R. Harper Comm. College/Custodial, IL	85	...	2	1
William R. Harper Comm. College/Part-time IL	400	94	2	1
Williamsport Area Comm. College, PA	158	72	2	2
Youngstown State University, OH	414	72	4	1
Youngstown State University/AS, OH	440	85	4	1
Youngstown State University/AP, OH	100	86	4	1

NOTES

1 Unit size is full time, or full-time and part-time, as reported by unit. Units are faculty unless otherwise stated. AP = Academic Professional unit. AS = Administrative staff unit.

2 This table employs the definition of a branch campus used by the National Center for Educational Statistics. A branch campus, notes the NCES definition, possesses these characteristics: a permanent administration, programs offered that are at least two years in length, location not within commuting distance of the parent campus.

3 While we believe the list to be accurate, unit size and affiliation change. If there are errors in the list, please write to the Higher Education Office, NEA, with updated information, and the listing will be corrected.

STATE POLICY AND BUDGET DEVELOPMENTS

by William Zumeta

William Zumeta *is an associate professor in the Graduate School of Public Affairs and adjunct associate professor in the College of Education at the University of Washington. He has also taught at the University of British Columbia, University of California at Los Angeles, and the Claremont Graduate School.*

Zumeta, author of Extending the Educational Ladder, *and co-editor of* Washington Policy Choices: State Strategy for the Nineties, *conducts research on public policy and private higher education. He writes and consults widely on higher education policy and finance matters.*

Fiscal pressures on higher education eased in the majority of states in 1994 as the nation emerged from its economic doldrums. Aggregate state appropriations for higher education increased in fiscal year 1994 at just about the rate of inflation. But, in many states, appropriations growth remained below the rate of inflation, often after several years of cuts, and, in 10 states and the District of Columbia, higher education faced another year of reduced funding. Thus, lost fiscal ground was generally not recovered in 1994.

Longer-term prospects remained ominous. Some states faced special problems, California, for example, with its persistent deep recession, and the national recovery remained somewhat sluggish and unable to generate "good" jobs.[1] Perhaps more important, fiscal pressures of a type very hard to resist from other state functions threatened to reduce higher education appropriations. These competing functions included *health care*, especially Medicaid, and its high inflation rates; *criminal justice*, especially increased prison costs arising from tougher sentencing laws, and *elementary and secondary* education, subject to substantial enrollment increases. The growth in *welfare* costs abated somewhat as the economy improved, but pressure on this budget item will increase again during the next recession, barring success in federal and state reform efforts.

Budget debates in 1993 and 1994 reflected these continuing, powerful pressures, and, in some states, taxpayer resistance to government spending. Higher education has continued to play its traditional role as state budget "balancer"—the one large budget item that could be readily cut or held to small increases.

At the same time, higher education faced growing demands for services and accountability to those who provided its support. The number of new high school graduates was projected to grow by 34 percent between 1991-1992 and 2007-2008.[2] The nation, economic, social, and demographic trends suggested, must provide higher education to these citizens and workers to assure their successful participation in the modern, increasingly global, economy and society.[3]

Students who sought higher education faced rapidly rising prices and, often, flat limits on enrollment places.[4] Thus, access was threatened at the same time that institutions face heightened demands for improved under-

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graduate education and for assistance in addressing such societal concerns as school reform, urban decay, environmental degradation, and technology transfer.[5] Caught trying to meet growing demands for service with limited resources, elected leaders turned to stopgap measures—budget cuts, restricted access, and "accountability" mandates. Economic improvement prompted leaders in some states to go no further, but other states seemed to be moving toward a fundamental restructuring of public policy toward higher education. Restructuring efforts may proliferate if the clash between increased demands and constrained resources persists. Higher education, some will conclude, is too important to the modern economy and society to be permitted to slowly starve or to become strictly an elite-serving enterprise, but states may no longer be able to afford "business as usual." The different answers offered by the states to this conflict over the next decade will very likely include painful measures.

This chapter traces the major economic, fiscal, and policy developments affecting higher education in 1993 and early 1994, examines the latest evidence about the forces on the demand side, surveys the effect of fiscal constraints on access to higher education, and speculates on future trends. The essay closes with a discussion of emerging developments and possibilities in the policy restructuring arena.

NATIONAL ECONOMIC DEVELOPMENTS

By June, 1994, Americans had evidence of a sustained, if still somewhat modest and irregular, economic recovery. The year 1994, according to a consensus of 51 surveyed economic analysts, would bring a 3.6 percent (inflation-adjusted) economic expansion, the largest real growth in six years.[6] This optimistic forecast reflected improvements in employment and earnings and in durable goods orders, continued low interest rates, and the exceptionally strong performance of the economy in the second half of 1993. Gross Domestic Product (GDP) grew at a 1.4 percent rate in the first half of 1993, nearly doubled to 2.7 percent in the third quarter, and then grew at a heady 7 percent rate during the fourth quarter, the steepest growth since the 7.9 percent rate recorded in the first quarter of 1984.[7]

The pace of growth slowed again in the first quarter of 1994 to an estimated 2.6 percent annual rate, in part because the fourth quarter performance induced the Federal Reserve to increase interest rates.[8] Most analysts described the slower growth as "a pause that refreshes,"[9] and a way of moderating potential inflationary pressures, not as a stall in the recovery.[10]

The growing economy generated nearly 2 million net new jobs in 1993, nearly the Clinton Administration's goal, and twice the 1992 gain.[11] The aggregate unemployment rate, which fell from its 7.6 percent peak to 7.3 percent between June and December, 1992, declined further to 6.4 percent (1.1 million Americans) in December, 1993.[12] The December-to-December unemployment rate fell to 5.8 percent for adult men (a full percentage point), to 5.7 percent for adult women (0.7 points), to 11.5 percent for Blacks (a sharp decrease), and to 10.5 percent for Hispanics. The unemployment rate for teenage workers fell to 17.8 percent (1.7 points), and to 37 percent for Black teenagers, still a staggering statistic.[13] Problems remained among workers unemployed six months or more, many of whom no longer actively sought work, and among people working part-time who sought full-time jobs.[14]

Strong employment gains continued into early 1994, with 456,000 new jobs added in February alone, the greatest monthly gain since October, 1987.[15] The March unemployment rate was down another half-percentage point from December, 1993, and by late spring the number of first-time unemployment claims was declining.[16] The consensus forecasts indicated continued modest improvement, but also a continued low number of new permanent, full-time, relatively-high-wage jobs.[17]

REGIONAL VARIATIONS[18]

American economic performance has become more regionally differentiated in recent years, especially during the latest recession and recovery.[19] The Northeast, which led the nation into the downturn in spring, 1989, subsequently lost more than 7 percent of its payroll employment; New England alone lost 10.7 percent. Recovery in this region, which began in late 1993, was forecasted to continue at a slow pace that will leave employment below its earlier peaks until late 1996 in the Middle Atlantic states and until 1998 in New England. The Midwest generally suffered less in the recession and performed well in the recovery period until the severe flooding in summer, 1993 and declines in auto and aerospace manufacturing resulted in declines in employment through the middle two quarters. The region experienced a modest but probably temporary rebound. Long-term growth was expected to be sluggish, particularly in the East North Central states, as manufacturing jobs continue to migrate south.

The Pacific coastal states had little to cheer. California's giant, but chronically dragging economy seemed to be only beginning a slow recovery in mid-1994.[20] Washington experienced continued cutbacks in aerospace manufacturing. Weakness in the economies of trading partners affected both these states and Hawaii. But the longer-term prospects for this region, with its comparative advantages in growth areas such as trade, technology, and business services, appeared favorable.

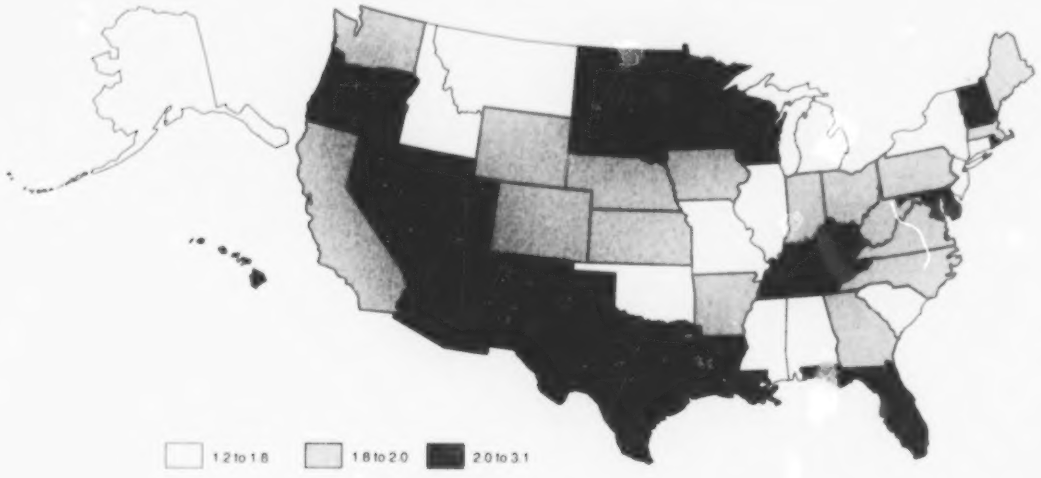
The Rocky Mountain states, though not unaffected by the recession, fared relatively well through 1993, and the short and longer-term future appeared promising. The region expected a continued population influx, strong residential housing and construction markets, and attractive conditions for technology and business services growth.

The South provided the most consistent success story. While unsustainable speculative spending fueled the boom in the East and West Coast states in the 1980s, the Southern states grew fundamentally by adding manufacturing jobs. These states benefited from a milder winter climate, less congestion, substantially lower costs, and from strenuous and apparently successful efforts to market these advantages. The South's continued growth will get boosts from the North American Free Trade Agreement (which will help the region's trade with Mexico), the movement of the U.S. timber industry from the Pacific Northwest to the region, and the development of lucrative service activities, including gambling, professional sports, and the 1996 Atlanta Olympics. Many Southern states expected to post healthy employment growth rates over the summer, 1993 through fall, 1998 projection period (Figure 1).

FIGURE 1

FORECASTED EMPLOYMENT GROWTH, BY STATE

(Annual Percent Change; 1993 Third Quarter – 1998 Fourth Quarter



SOURCE: Asklund, et al (1994).

STATE FISCAL CONDITION AND TRENDS

The recession led to sharp cuts in real (inflation-adjusted) state spending and to some big tax increases, especially in states with the weakest economies, or with large spending increases in the 1980s.[21] States, lacking alternative ways to cope with revenue shortfalls, increased total discretionary taxes by about $5 billion in fiscal years 1990 and 1991, and by a whopping $16.2 billion in fiscal year 1992, a 5.4 percent increase over fiscal year 1990 tax collections.[22] Eight states, led by Pennsylvania (24 percent), Connecticut (20 percent), Maine (17 percent), and California (15 percent), increased collections by more than 10 percent over 1990. Total tax increases in fiscal years 1993 and 1994 moderated to about $3 billion per year, no doubt largely due to tax resistance.[23] Still, 29 states enacted net revenue increases in fiscal year 1994; only nine approved decreases.

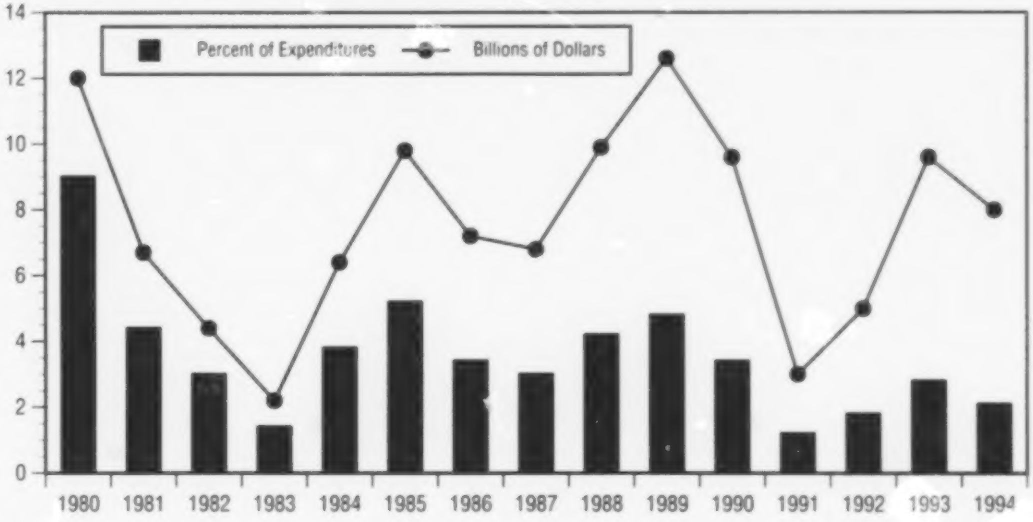
Aggregate year-end balances in state treasuries, including reserve funds, reached extreme lows in fiscal year 1991—1.1 percent of aggregate state expenditures—and in 1992. These balances recovered to 3.0 percent of expenditures for fiscal year 1993, but were projected to fall to 2.5 percent by the end of fiscal year 1994 (Figure 2). Seven states in 1993 and 14 in 1994 reported real or projected year-end balances at less than 1 percent.

Low balances, the 1993 state-by-state figures showed, were concentrated among Northeast and East North Central states and California (Figure 3). Year-end fiscal year 1993 weighted average fund balances by region paralleled economic circumstances of regional economies. The Far West states reported the smallest balances (0.8 percent), followed by the Great Lakes states (1.8 percent), the New England states (2.0 percent), and the "Mideast" group (2.1 percent). The Southeastern states reported 3.9 percent, while the Plains, Rocky Mountain, and Southwest regions were concentrated in the healthy 7 percent range.

Along with raising taxes and reducing end-of-year reserves, states also moderated or even reversed spending growth. Aggregate state general fund budgeted spending increases in the

FIGURE 2

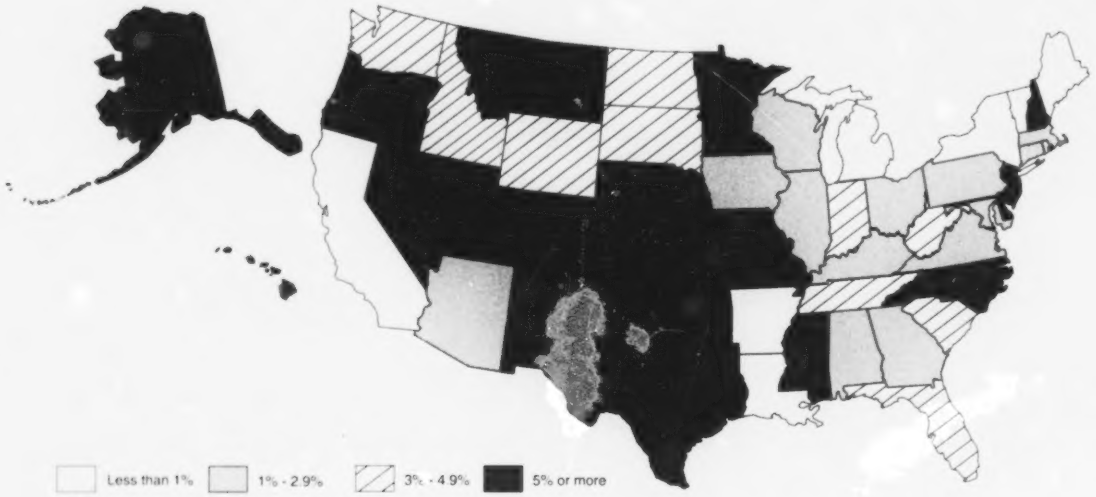
TOTAL STATE YEAR-END BALANCES, FISCAL 1980 TO FISCAL 1994



SOURCE: National Association of State Budget Officers, National Governors' Association (1993)

FIGURE 3

TOTAL YEAR-END BALANCES AS A PERCENT OF EXPENDITURES, FISCAL 1993



SOURCE: National Association of State Budget Officers, National Governors' Association (1993).

1990s were sharply lower than increases in the relatively prosperous mid-1980s (Table 1). In inflation-adjusted terms (right-hand column), estimated spending growth for fiscal year 1991 and fiscal year 1993 was negative. But, here again, the recent news was a little brighter since projected spending for 1994 was up a bit, even in inflation-adjusted terms. Fewer states experienced shortfalls relative to projected revenues and therefore had to cut spending in mid-year—35 in fiscal year 1992, 22 in fiscal year 1993. Even fewer expected to much such cuts in 1994. This improvement in performance relative to projections resulted from improved economic conditions and from conservative projection and budgeting practices.[24]

State finances, though stronger, showed significant variations (Table 2). State-by-state percentage changes in general fund expenditures in nominal dollars, that is, not adjusted for inflation, were greater in fiscal year 1994 than in fiscal year 1993, and the number of states with increases of less than 5 percent declined from 26 to 15. But the number of states reporting spending *decreases* was expected to grow from five to nine in 1994, including three states in New England, three in the Far West, and one each in the Plains, Southwest, and Rocky Mountains.[25] California and Vermont reported spending declines in both fiscal years 1993 and 1994, with California's cut substantial in both years. All regions showed positive weighted average fiscal year 1994 general fund budget growth rates, except the Far West (heavily influenced by California's decline), which showed a 3.1 percent decrease. The projected budget growth rates for the other regions ranged from 3.6 percent in New England to 8.9 percent in the Southeast. State fiscal conditions, in sum, improved slowly along with the economy, but times remained generally tight and pockets of fiscal distress persisted.

LONGER-TERM CONCERNS REGARDING STATE FINANCES

This regional economic review suggests

TABLE 1

STATE NOMINAL AND REAL ANNUAL BUDGET INCREASES (IN PERCENTS) FISCAL 1979 TO FISCAL 1994

Fiscal Year	State General Fund	
	Nominal Increase (%)	Real Increase (%)
1994	4.6*	1.1*
1993	3.3*	-0.2*
1992	5.1	1.5
1991	4.5	-0.1
1990	6.4	1.7
1989	8.7	3.5
1988	7.0	2.9
1987	6.3	2.6
1986	8.9	3.7
1985	10.2	4.6
1984	8.0	3.3
1983	-0.7	-6.3
1982	6.4	-1.1
1981	16.3	6.1
1980	10.0	-0.6
1979	10.1	1.5
1979-1994 average	7.2	1.5
1890-1990 average	8.0	1.9

** Figures for 1993 and 1994 are estimates.*

NOTE: The state and local government implicit price deflator was used for state expenditures in determining real changes.

SOURCE: National Association of State Budget Officers, National Governors' Association (1993).

that, although things will improve at varying rates, all the regions are likely to see somewhat healthier *potential* state revenues over the next few years, barring unforeseen problems in the national economic recovery. But legal or political limitations on revenues, expenditures, or their growth will prevent some state governments from utilizing all the revenues from the existing tax structure.[26] Even the looser restrictions—where revenue or expenditure will not grow fast enough to exceed the limit, and therefore will not likely affect behavior immediately—will have a binding effect as the economy expands. The proliferation of restrictions reflected the public's frustration with government and the effects of the recent economic doldrums on taxpayer pocketbooks. But these limitations, even if arising in part from temporary phenomena, will have lasting results on the functions of state governments if they remain on the books.

Limitations aside, the modest projected gains in revenues masked structural problems with other components of state spending that adversely affect higher education (Figure 4). Dramatic growth in Medicaid spending resulted in an increase in this program's share of aggregate state budgets from 10 percent in fiscal year 1987 to 17 percent in fiscal year 1992,[27] and in its elevation to the second largest category in state budgets, displacing higher education.[28] State officials were particularly frustrated by Medicaid growth because they could not control many levers for restraining its costs. Federal mandates and the state of the economy affected the number of eligibles, while the long-intractable rapid inflation rate in the cost of health care affected cost per individual covered. States may continue to face rapid increases in cost pressures from this federally-mandated program.[29]

State spending on prisons—about 5 percent of state general fund spending—also grew rapidly as public fears about crime led to strong political pressures for tougher enforcement and longer sentences (Figure 4).[30] The momentum is toward even stronger mandatory sentencing laws, including the "three strikes and you're out" legislation recently passed by citizen initiative in Washington state and endorsed by President Clinton at the federal level, so expenditures seem unlikely to abate any time soon.[31] Court decisions have set limits on prison population density, so states cannot generally economize by crowding more prisoners into existing facilities.[32] Thus, prison costs are another voracious claimant of a piece of the limited state budget pie.

State costs for Aid to Families with Dependent Children (AFDC), about 3 percent of state general fund spending nationwide, did not grow too rapidly in recent years. States either froze or cut benefit levels and, where possible, tightened eligibility rules to restrain costs. Four states cut benefit levels, and 36 did not increase them in fiscal year 1994. Five states moved to tighten eligibility for the program.[33] Higher education may benefit

TABLE 2

NOMINAL PERCENTAGE EXPENDITURE CHANGE, FISCAL 1993 AND FISCAL 1994

Region/State	Fiscal 1993	Fiscal 1994
New England		
Connecticut	7.9	3.1
Maine	2.8	−1.4
Massachusetts[1]	9.4	4.8
New Hampshire[2]	6.6	16.8
Rhode Island[3]	−8.2	−5.4
Mideast		
Delaware	2.5	10.0
Maryland	2.4	1.9
New Jersey	−1.8	4.6
New York	2.5	4.8
Pennsylvania	1.5	7.5
Greak Lakes		
Illinois	2.5	5.8
Indiana	9.6	5.5
Michigan	4.9	1.1
Ohio	2.2	8.7
Wisconsin	4.1	7.3
Plains		
Iowa	8.3	2.8
Kansas[4]	8.0	17.1
Minnesota	3.8	8.2
Missouri	0.7	11.2
Nebraska	4.5	0.5
North Dakota	20.5	−5.7
South Dakota	3.0	2.6
Southeast		
Alabama	4.5	6.2
Arkansas	7.3	6.7
Florida	8.5	10.7
Southeast *(cont.)*		
Georgia	11.0	6.7
Kentucky	0.6	7.5
Louisiana	−6.8	3.1
Mississippi	2.1	7.7
North Carolina	0.9	19.0
South Carolina	3.7	8.7
Tennessee	18.3	5.5
Virginia	4.7	6.5
West Virginia	3.6	6.8
Southwest		
Arizona	3.8	1.5
New Mexico	5.5	9.7
Oklahoma	5.0	−0.5
Texas	10.1	7.5
Rocky Mountain		
Colorado	12.7	6.9
Idaho	4.2	5.0
Montana	0.8	−6.5
Utah	6.0	5.9
Wyoming	12.9	19.2
Far West		
Alaska	−4.4	14.7
California	−5.1	−6.3
Hawaii	15.9	−0.5
Nevada	6.0	−5.0
Oregon	8.3	5.8
Washington	2.8	3.3
Average	3.3	4.6

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[1] *Massachusetts Fiscal 1994 expenditures include $127.4 million that was off budget in fiscal 1993. When adjusted for this amount, the projected increase in expenditures from fical 1993 to fiscal 1994 is 3.9 percent.*

[2] *New Hampshire Fiscal 1994 expenditure estimates reflect accounting changes to fully reflect matching funds for Medicaid that were not incldued in the previous budget for fiscal 1993.*

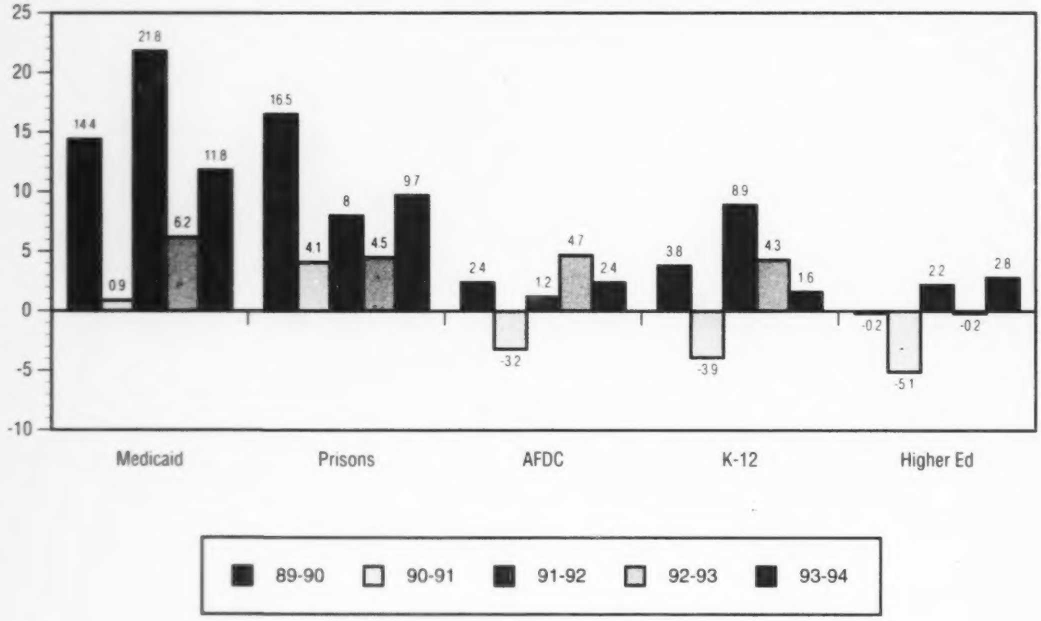
[3] *Fiscal 1993 and fiscal 1994 expenditures for Rhode Island reflect several accounting changes to portray expenditures more accurately. Fiscal 1993 enacted expenditures increased 3.7 percent when adjusted for common accounting practices. Fiscal 1994 expenditures are approximately level.*

[4] *Excluding school finance reform, which shifted significant responsibility from local school spending to state spending, the percentage growth for fiscal 1993 is 1.2 percent and for fiscal 1994 is 2.7 percent.*

SOURCE: National Association of State Budget Officers, National Governors' Association (1993).

FIGURE 4

ANNUAL CHANGES IN MAJOR EXPENDITURE CATEGORIES FROM STATE GENERAL FUNDS FY1990 TO FY1994



SOURCE: Mortenson (1994b).

modestly from increased efforts at educating and training of clients to reduce AFDC rolls, but the per-client investment levels rarely provide for much beyond short-cycle skills training. Renewed economic distress could, of course, push the rolls upward again, but states might respond with further cuts in benefits and eligibility for this politically unattractive program. AFDC was thus not an "uncontrollable" cost item like Medicaid and prisons, since the political dynamics are different.

Elementary and secondary education was the largest state general fund expense item in fiscal year 1994, nearly 30 percent of the nationwide total. Aggregate annual changes in this category have varied in recent years; fiscal year 1994 showed a 1.6 percent increase (Figure 4).[34] Excluding California, which cut education spending by over 15 percent, the mean increase in state education spending from all state funds for fiscal year 1994 approached 5 percent.[35] In some states school reform efforts attracted new money, while growing school enrollments pushed education spending upward in others.

States have managed to restrain the demands of education on the general fund partly by sloughing off costs onto local taxpayers.[36] The lingering effects of the small cohorts of children from the "birth dearth" period of the 1970s also helped to reduce fiscal pressure. But elementary and secondary enrollments will make increasing demands on state and local resources in the foreseeable future.[37]

Indeed, we already have an idea of the increased numbers of students who will pass through the public schools, graduate from high school, and seek higher education. A recently released analysis projected a 19 percent growth in the number of high school graduates between 1991-1992, the latest year for which data were available, through 2001-

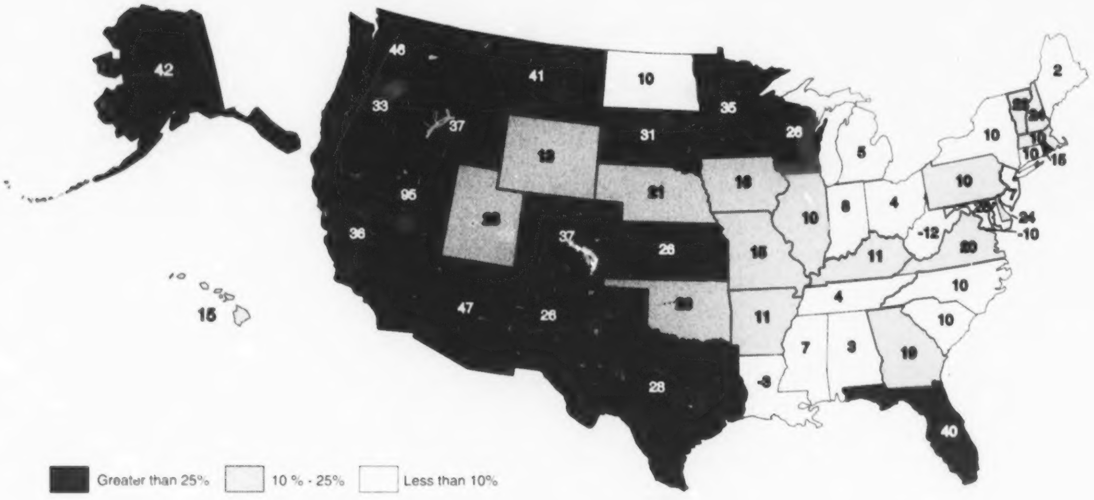
2002 (Figure 5).[38] The rate of increase was then expected to accelerate. Thirty-five states were projected to have increases of more than 10 percent; of these, 20 states faced increases of 20 percent or more; three more are at nearly 20 percent. Another five states faced increases of just under 10 percent, and only Louisiana, West Virginia, and the District of Columbia were expected to experience decreases. Thus, most states faced significant demands for state revenues from the education sector in the next decade.

Five Western states had the largest projected rates of increase through 2001-2002: Nevada (95 percent), Arizona (47 percent), Washington (46 percent), Alaska (42 percent), and Montana (41 percent).[39] But there were fast-growing demands for education elsewhere. In the South, Florida projected a 40 percent increase, and Texas a 28 percent increase in high-school graduates over very large base numbers. Virginia and Georgia expected increases of just under 20 percent. In the Midwest, Minnesota anticipated a 35 percent gain; South Dakota, 31 percent; Kansas and Wisconsin, 26 percent each; and Nebraska, 21 percent. Many Northeast states will also see substantial growth: Maryland (26 percent), New Hampshire (24 percent), Delaware (24 percent) and Vermont (23 percent). Thus, the heavy pressures on education systems and on state budgets will be greatest in the West but will not be limited to that region.

This analysis of the limits on state spending in the aggregate, together with the trends in its major components, should sober those who seek state support for higher education on the level to which the enterprise has become accustomed. *In just five years*, fiscal year 1989 through fiscal year 1993, higher education's share of the state general fund nationwide fell from 14 percent to 12 percent. Things are already tight; they may well get considerably tighter even if the economy improves for a while. Two points are certain: (1) the demands on state taxpayers from other functions, espe-

FIGURE 5

PROJECTED PERCENTAGE CHANGE IN HIGH SCHOOL GRADUATES
1991-92 TO 2001-2002



SOURCE: Western Interstate Commission for Higher Education (1993) cially elementary and secondary education, will grow; and (2) the country will sooner or later enter another economic downturn. Grim consequences for access to higher education and for faculty and staff working conditions could result when these factors collide with the increased numbers of high school graduates.

FUNDING AND POLICIES TOWARDS HIGHER EDUCATION: RECENT DEVELOPMENTS

State Funding

Total fiscal year 1994 state higher education appropriations, including earmarked state funds, increased by 2.9 percent from 1993, close to the projected inflation rate of 3.3 percent.[40] General fund appropriations had declined from the previous year in three of the past five years (Figure 4), as higher education fared quite poorly compared to other major areas of state general fund spending during the years of economic stagnation.[41] Fiscal year 1994 appropriations exceeded the projected inflation rate in 27 states. Table 3 ranks the states by percent change in total appropriations to higher education in fiscal year 1994. Even at this late date in the economic recovery, ten states plus the District of Columbia actually cut higher education spending, mostly by small amounts—California and Oregon's large cuts were exceptions. Another 14 states increased higher education spending by less than expected inflation. Georgia, New Hampshire, Florida, Massachusetts, Connecticut, Montana, and Rhode Island, seemed to be rebuilding from earlier severe cutbacks.[42] Still, only Georgia (12.7 percent), and New Hampshire (11.7 percent) increased higher education appropriations by more than 10 percent. In contrast, eight, 21, and 26 states increased spending for elementary and secondary education, corrections, and Medicaid, respectively, by more than 10 percent.[43] Thus, higher education again received the short end of the stick in fiscal year 1994 state appropriations; there was little recouping of ground previously lost.

Edward Hines, an authority on state appropriations data, observed few strong regional patterns in fiscal year 1993-1994.[44] Southern states, he noted, generally treated higher education more generously than northern states. During the recession, higher education fared

TABLE 3

PERCENTAGE CHANGE IN STATE GENERAL FUND AND EARMARKED FUND APPROPRIATIONS FOR HIGHER EDUCATION, FY 1994

State	Percent
Georgia	12.7
New Hampshire	11.7
Florida	9.5
Massachusetts	9.4
Texas	8.7
Connecticut	8.1
New Mexico	7.3
New York	7.2
North Carolina	7.1
Ohio	7.0
South Dakota	6.7
Pennsylvania	6.6
Puerto Rico	6.2
Tennessee	6.2
Kansas	6.2
New Jersey	6.1
Alabama	5.8
Mississippi	5.6
Montana	5.4
Kentucky	5.0
Nevada	4.4
Delaware	4.1
Rhode Island	4.1
Wisconsin	4.0
Hawaii	3.6
Utal	3.4
Illinois	3.3
Iowa	2.8
Colorado	2.6
Idaho	2.6
Indiana	2.5
Alaska	2.3
Missouri	1.7
Virginia	1.4
Arizona	1.3
Nebraska	1.2
West Virginia	0.9
Arkansas	0.8
Minnesota	0.4
Maine	0.2
Wyoming	0.0
Washington	–0.2
Michigan	–0.3
Vermont	–0.4
Maryland	–0.6
South Carolina	–0.6
Oklahoma	–1.5
Louisiana	–2.5
District of Columbia	–2.9
North Dakota	–4.8
California	–8.0
Oregon	–11.9

SOURCE: Mortenson, 1994b. Data are from surveys released by the National Conference of State Legislatures in 1993.

substantially worse in the east than in the west, but this was not true in 1993-1994.

States that significantly increased fiscal year 1994 state appropriations often earmarked the funds for postponed salary raises, equipment purchases, and maintenance.[45] Money for new courses often simply restored sections cut earlier, a response to concerns about the inability of students to find space in courses they need to graduate. Lack of space was a continuing problem in states like California, which faced additional cuts, and even in some states that received small increases after several years of cuts. Other priorities in states that allocated significant increases included student aid, community colleges and, in a few cases, historically-Black colleges.[46] The increase in student aid appropriations exceeded the overall gain for higher education between fiscal year 1992 and fiscal year 1994 in 24 of the 33 states that reported student aid in a separate category.[47] Policymakers increased student aid after permitting large tuition increases in recent years.

Community colleges enjoyed larger two-year gains than the rest of higher education in 26 of the 39 states with a separate category for these institutions.[48] These colleges, Hines speculated, were seen as closely connected to high priority state workforce and economic development efforts. "Flagship" public universities, in contrast, gained state support dollars at a slower rate than the rest of higher education in 32 of the 48 states where they were identified separately.[49] These support priorities will probably continue if the tuition increase-higher student aid cycle persists and if interest in economic development and workforce training remains strong.

The fiscal year 1995 outlook for higher education appears little different from 1994. State officials, early 1994 surveys showed, were aware that higher education bore the brunt of recent cutbacks, and *revenues and priorities permitting*, may treat it a little more generously.[50] But other priority areas will continue to press, and legislators know that higher education can increase tuition and fees and embark on private fund-raising. So improvements in state support for higher education will likely remain marginal, for the foreseeable future, save for when a state with a strong economy seeks to reverse earlier cutbacks or, occasionally, to make new investments.

Other State Policy Issues

Matters closely related to the climate of fiscal restraint and demand for institutional accountability dominated the state policy agenda in higher education. Some states, for example, debated measures that would grant localities greater latitude in levying charges akin to property taxes on nonprofit institutions, including colleges and universities. Local efforts to increase their tax bases came before state legislatures—state law usually defines local taxation parameters and restrictions—when state aid to localities suffered during the recession. In early 1994, for example, the District of Columbia enacted a "public safety fee" requiring special payments from most employers, including nonprofit institutions.[51] City officials described the fee as a temporary, emergency step to meet crises in its finances and criminal justice needs. Most colleges in the District will pay either $5,000 or $8,400, depending upon their total revenues, during the fiscal year.

In 1994, the Pennsylvania, New Hampshire, and Rhode Island legislatures seriously considered bills to end or limit the tax-exempt status of colleges and universities. In California, some localities attempted to "extort" payments from independent colleges.[52] Independent colleges and universities are particularly worried about this trend, since they are not likely to obtain state aid to offset these costs, and because of their special concerns about maintaining autonomy.

Many states have pushed institutions to assess the outcomes of higher education—student completion rates, learning gains, and job placements, for example.[53] States and institutions have found that it is a long, slow road to a useful, mutually acceptable set of processes and procedures that serve the needs of institutions and disciplines, and also the accountability interests of the state. Early enthusiasm that assessment results might be directly linked to budgeting seem to have been appropriately tempered by the complexity of real campus circumstances and by the daunting political ramifications.

But state officials still wish to achieve closer linkages between their goals for state funds and the work of colleges and universities. A few states adopted in the 1980s or even earlier "incentive funding" programs that added dollars to the base budget *if* the institution implemented an approved plan that fit state priorities.[54] In Tennessee, New Jersey and Ohio, the incentives were linked to improving undergraduate teaching and student test scores, increasing the classroom use of technology, improving job training in community and technical colleges, and increasing the competitiveness of institutions in obtaining extramural research awards. Significantly, the base budget allocations to higher education in these states were relatively strong during the period covered by the incentive funding programs. The oldest program, in Tennessee, remains strong and well-integrated into the state budget process. The New Jersey and Ohio programs showed positive results, but fell victim to budget-cutting in the early 1990s. State authorities apparently permitted institutions to place a higher priority on protecting their base budgets than on the incentive grant programs.[55]

Colorado and Kentucky were reportedly moving towards incentive financing even in the still-difficult fiscal climate of early 1994.[56] Each state, through an advisory group including both political and higher education leaders, set out priorities for significant funding beyond base budget allocations. The priorities included specific outcome and efficiency criteria, rather than the grant-like goals of earlier programs. Colorado's priorities were "improved productivity, growth in enrollment, expanded job training, strengthened ties with public schools and increased financial aid."[57] Measures for improved productivity included "increasing the time professors spend with undergraduates and improving scores on graduate-school entrance tests and professional-licensing exams."[58]

The priorities in Kentucky were: "persistence of students, student performance, quality of instructional programs, campus management, and the quality of research and service programs."[59] Measures of student performance were to be multiple, but included graduation rates and success in remediation programs. The incentives were to be designed to reward improvements relative to a baseline year.[60] More states may adopt this more forceful approach to imposing priorities in a period of fiscal constraint and impatience with traditional academic priorities and morés.[61]

Implementation of the 1992 amendments to the federal Higher Education Act may also push states towards requiring greater accountability. States and accrediting agencies, under proposed U.S. Department of Education regulations, will oversee more of the academic and financial performance of colleges and universities. States generally rely on the judgments of accrediting agencies when deciding on institutional eligibility for state student aid funds or whether an institution's programs and degrees require special scrutiny by state licensing authorities. The federal government relies on accrediting agencies to certify institutional eligibility for federal student aid funds.

The new regulations pushed accreditors towards more detailed institutional assessments in 12 areas, including curricula, faculty qualifications, student services, and loan default rates.[62] Bitter criticism from institutions, especially independent colleges and universities, led the Department of Education to reduce the specificity of required assessment criteria.[63] Accrediting agencies are not required to examine student admission test results, graduation rates, job placement rates, and employer evaluations of alumni. Instead, the revised regulations offered these indicators as examples to guide accreditors.[64] But the clear federal impetus towards increased institutional accountability will surely add to already evident state interest in this area.

The new Higher Education Act amendments also required each state to establish a State Postsecondary Review Entity (SPRE), to be operating by September 1995, normally to be housed within the state higher education agency.[65] The SPRE will review colleges and universities that trigger indicators of persistently high default rates on federal student loans, of financial irregularities, or of high levels of student complaints. Even rapid increases in the number of students taking out specific types of loans may identify an institution for review.[66] The SPRE, interpreting standards approved by the Department of Education, will determine whether the suspect institution remains eligible to enroll students receiving federal student aid funds.[67]

Once triggered, SPRE reviews will be wide-ranging, assessing institutional performance in 14 areas, including student withdrawal, completion, and graduation rates, job placement rates for students completing vocational or professional programs, pass rates on licensure examinations, performance related to student postgraduation goals, and the relationship between tuition charges and earnings of graduates.[68] Proprietary vocational institutions were likely to be targeted most often for SPRE scrutiny, but collegiate representatives remained dismayed by the triggering mechanisms and the wide-ranging content of the reviews.[69] SPRE policies, like the federally induced changes in accrediting practices, may significantly affect state-institution relationships. The shape of policy will continue to evolve during the implementation phase. This policy arena bears close watching.

EFFECTS ON ACCESS

Constraints on state funding in recent years resulted in steep tuition increases and enrollment limitations, often despite growing demand for higher education. But states also substantially increased need-based student aid to compensate for increased charges. In contrast, during the early 1980s recession, states severely cut aid programs. Continued linkage of higher tuition and need-based student aid could portend a sea change in the financing of higher education. This section analyzes recent tuition trends in historical context, provides data on other responses, including enrollment limitations, to constricted funding, and tracks trends in state funding of student aid programs. The next section considers the options for state higher education policy as we enter an era of growing demand for higher education but poor prospects for commensurate growth in state funding.

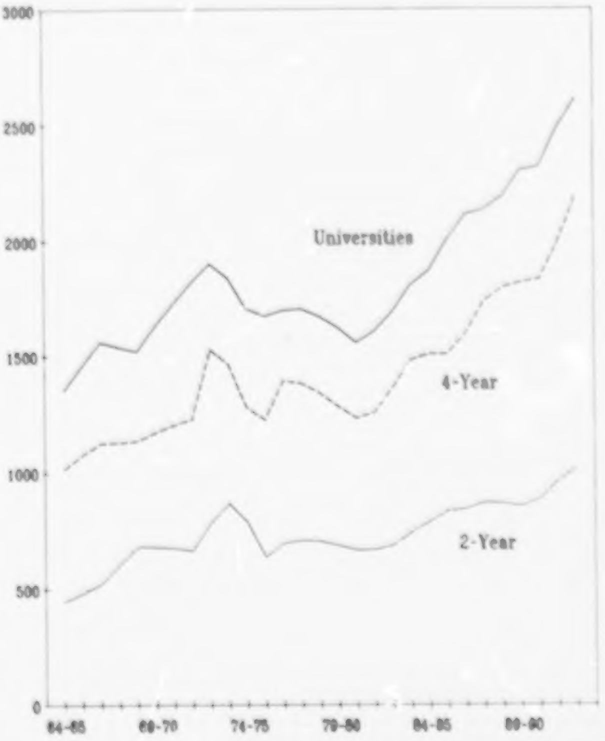
Tuition Trends

College and university tuition charges in the public and independent sectors increased moderately during the 1960s and 1970s (Figure 6).[70] But since 1980, tuition charges have increased at rates well above general inflation rates, measured by the Consumer Price Index, and far above individual and family income

FIGURE 6

TUITION AND FEES AT PUBLIC INSTITUTIONS, 1964-65 TO 1992-93

(Constant 1992 Dollars)



SOURCE: Mortenson (1994a). Data are from the National Center for Educational Statistics.

growth. Average tuition charges at public universities increased from $1,349 in 1964-1965 to $1,558 in 1980-1981, measured in constant 1992 dollars (Figure 6).[71] But by 1992-1993 tuition jumped to $2,610, a 12-year increase of 68 percent *above general price inflation*. Public four-year college tuition climbed by 78 percent to $2,190, and public two-year college tuition increased 53 percent to $1,018, both *after adjusting for general inflation*. Average tuition (in constant 1992 dollars) at independent universities grew by 126 percent to $13,043 between 1980-1981 and 1992-1993; at independent four-year colleges by 67 percent to $9,636; and at independent two-year schools by 48 percent. Median family income, in the same constant dollar terms, increased just 3 percent between 1980 and 1992.[72]

Independent colleges and universities imposed the larger tuition increases during periods of prosperity, notably between the recessions of the early 1980s and the early 1990s (Table 4). These institutions attempted to regain fiscal ground lost to inflation in the late 1970s, to increase faculty salaries in real terms after a substantial period of constraint, and to offset the slow growth in federal student aid, especially grant aid, during the Reagan years. Many independent institutions thus turned toward "Robin Hood" financing policies: higher "sticker prices" to extract more money from students able to pay, combined with more institutionally funded aid and loans for students of more moderate means.[73]

Strong income growth for wealthy Americans during the 1980s may have helped this strategy, since tuition increased most rapidly for highly selective independent colleges and universities with healthy pools of affluent applicants.[74] Once independent institutions saw that the market would bear increases well above the inflation rate, they had little incentive to tighten their belts. But such increases can not continue indefinitely in an era of sluggish growth in family incomes for all but the wealthiest, and independent sector tuition increase rates appeared to moderate.[75] If this moderating trend in both private and public sectors does not continue, colleges and universities may well face the possibility of government policy incentives for price control.[76]

The private/public tuition leadership patterns reversed during the broad economic distress of the early 1980s and again in the early 1990s as public sector charges jumped sharply past those of independent schools when students and families were least able to pay (Table 4). State authorities acquiesced when public institutions sought to compensate for cuts or little growth in state appropriations. Average tuition at four-year public colleges increased by more than 35 percent (without adjustment for inflation) between 1989-1990 and 1992-1993, while per capita disposable personal income increased by less than 14 percent.[77] Universities experienced the steepest increases, two-year colleges the smallest, within the public sector (Figure 6).

TABLE 4

AVERAGE ANNUAL INCREASES IN TUITION AND FEES AT FOUR-YEAR COLLEGES, 1980-1981 TO 1993-1994

Year	Public Colleges	Private Colleges
1980-1981	4%	10%
1981-1982	16	13
1982-1983	20	13
1983-1984	12	11
1984-1985	8	9
1985-1986	9	8
1986-1987	6	8
1987-1988	6	8
1988-1989	4	9
1989-1990	8	9
1990-1991	7	8
1991-1992	14	7
1992-1993	11	7
1993-1994	8	7

SOURCE: College Board, 1993

Table 5 shows the states ranked from highest to lowest in the percentage rate of increase in tuition charges for state-resident undergraduates attending public research universities between 1987-1988 and 1992-1993.[78] The states with the worst economic declines and largest cuts in higher education appropriations tended to impose the largest increase in tuition charges. The price of a year at the state university more than doubled in Massachusetts, California, and New York. The five-year growth rate was only 23 percent in Georgia, where support for higher education held up well, and was below one-third in seven states. The Northeastern states, along with California, Oregon, and Alaska, increased university tuition the most. Southern and Plains states, where the recession was less severe, generally showed the smallest increases.

Rapid growth in tuition strained existing state policies.[79] Many states and public institutions avoided drastic cuts in quality or programs by combining belt-tightening with the abandonment of philosophies based upon low tuition or that restricted tuition to a fixed percentage of instructional costs. Some states remain reluctant to abandon these philosophies officially; others admitted the need to rethink the basis for pricing public higher education. A few states articulated a high-tuition philosophy, a rarity in the past.[80]

Many states strengthened residency requirements governing student eligibility for in-state tuition rates. Some institutions tried to increase revenue by raising the proportion of nonresidents, who pay two to three times the tuition rates of resident students.[81] Some states investigated differential tuition rates across types of public institutions—research universities, regional institutions, and community colleges—program areas, and even geographic regions. But these states had difficulty achieving a consensus on calibrating these distinctions to differential rates.[82]

Tuition policymaking is complex—many players are involved—diverse across states and subject to politicization, especially in stringent times. Institutions also face complexities and controls in their use of tuition revenues.[83] Some states add tuition income from public institutions to other general fund revenues so that the institutions do not directly benefit from this income. In other states, the legislature first reappropriates tuition revenues before they can be used by institutions.[84] Half the states define specific purposes for, or limit the use of, tuition revenues, especially for capital outlays.[85]

"In sum," writes analyst Charles Lenth, "the control and use of tuition revenues at public institutions are subject to numerous financial reporting and accountability requirements, complex state-level budgetary procedures, and, in some instances, constraints over how the tuition revenues can be used."[86] Increasing the proportion of revenue derived

TABLE 5

STATES RANKED BY PERCENTAGE CHANGE IN STATE-RESIDENT UNDERGRADUATE TUITION AT PUBLIC RESEARCH UNIVERSITIES, 1987-1988 TO 1992-1993

State	Percent Change, 1987-1988 to 1992-1993
Massachusetts	141.2
California	106.0
New York	102.4
Connecticut	93.9
Wyoming	83.8
Delaware	82.9
Rhode Island	74.4
Oregon	71.2
Maine	69.7
Missouri	67.3
Oklahoma	67.1
Alaska	63.3
Vermont	61.4
New Jersey	61.2
South Carolina	59.0
Virginia	58.2
Michigan	57.8
Maryland	57.5
Florida	53.9
Nevada	52.8
Montana	52.5
Illinois	50.8
Texas	47.3
North Dakota	46.9
Arkansas	46.5
North Carolina	45.8
Indiana	44.3
Ohio	44.2
New Hampshire	43.8
Utah	43.7
Iowa	43.2
New Mexico	42.9
West Virginia	42.3
Kentucky	40.6
Minnesota	40.2
Nebraska	39.3
Pennsylvania	38.7
Tennessee	38.3
Alabama	38.0
Mississippi	36.3
Washington	35.3
Kansas	35.1
Colorado	35.1
Louisiana	33.2
Arizona	32.9
Hawaii	31.8
South Dakota	31.2
Wisconsin	30.2
Idaho	28.0
Georgia	23.0

SOURCE: Computed from the Washington Higher Education Coordinating Board (1993), cited in Lenth, 1993.

from tuition, Lenth concludes, "may need to be accompanied by some loosening or greater flexibility in budgeting, appropriations, and the use of tuition revenues."[87] Otherwise, neither institutions, students, nor, in the end, taxpayers will see much of the theoretical benefit from linking revenues more closely to the consumers of academic services.

Enrollment Limitations in Public Institutions

State or institutional authorities may also respond to reduced state funding by limiting the number of enrollment slots.[88] Low-income and ethnic minority groups already least represented in higher education are likely to bear the brunt of these limitations, since the remaining spaces are usually rationed by raising admission standards.[89]

Among Western states, California, Colorado, and Washington have long had formal, state-mandated enrollment limitations. Oregon and North Dakota imposed ostensibly temporary limits in 1989 and 1990, respectively. Arizona and Utah had "temporary" limits under discussion, and Washington now describes its limits as temporary.[90] Western states generally faced substantial growth in the number of high-school graduates so the limits are especially binding (Figure 5).

A fall, 1993 national survey found that, largely in response to fiscal stringency, 30 percent of the sampled four-year public institutions had established enrollment limits.[91] About 30 percent reported cuts in each of full-time faculty, programs, and course sections. Thirty-one percent of the respondents had imposed new fees; 86 percent had increased existing fees. The recent recession thus had immediate and direct effects on student access to higher education.

Trends in Student Aid

We may most usefully compare the growth of student aid with trends in the costs of college attendance and personal and family income.[92] The federal government is by far the largest source of financial aid for college students, and, between 1983-1984 and 1992-1993, total federal aid grew by just under 80 percent before adjustment for inflation. But the federal share of student aid fell from 80 percent in 1983-1984 to 74 percent in 1992-1993.[93]

Since the mid-1970s, an increasing share of federal student aid went to students at noncollegiate institutions, mostly proprietary vocational schools (21 percent of Pell grants in fiscal year 1993, and 17 percent of Stafford loan dollars in fiscal year 1991).[94] The proportion of all student aid available as grants fell from 79 percent in 1975-1976 to around 50 percent in the early 1980s, and has remained at that level. Loans comprised most of the remaining aid.[95]

Total per-student costs of attendance (tuition, fees, and other costs) at public universities and four-year colleges during the past decade grew at about the same rate—80 percent—as the growth in total federal aid. Growth in per-student costs at independent four-year institutions outstripped federal student aid by about 15 to 20 percentage points. Total per-student costs at public two-year colleges grew 25 percentage points *less* rapidly than did student aid. Disposable per capita personal income grew about 15 points *less* rapidly than both aid and per-student costs of attendance at four-year public colleges and universities.[96]

The growth in the number of students seeking a college education, the increased proprietary school share, the shift in federal aid from grants to loans, and sluggish income growth among low- and middle-income families, who therefore needed more aid to meet the increased costs and could not easily afford loan payments, together suggest that college became less affordable for most people in the last decade, despite the impressive growth in total federal aid.

Computations for the recent period of economic slump, 1989-1990 to 1992-1993, produced similar results. Total federal aid increased by more than 23 percent, very close to the 24 percent increases in costs at independent four-year colleges and universities, and at public four-year colleges, and to the 22 percent increase at public universities. Again, costs grew more slowly at public two-year colleges, less than 19 percent. But disposable personal income per capita grew by less than 14 percent, and median family income grew by only 5 percent between 1989-1990 and 1991-1992.[97] Adjusted for inflation, disposable income showed virtually no growth. Thus, most students needed more aid since real costs climbed while incomes did not. But aid—much of it requiring repayment—just kept pace with cost growth.

Institutions and some states have tried to bridge the growing affordability gap. Institutionally provided student aid increased sharply from 13 percent of all aid in 1983-1984 to 18 percent in 1989-1990, and to 20 percent in 1992-1993. Much of this increase occurred in the independent sector where the increased aid is financed primarily by charging high tuition and fees to those who can pay. At the same time, many students in this sector are incurring large and rapidly increasing student debt.[98] When these strategies reach their limits, many colleges may reduce their efforts to recruit diverse student bodies, drastically cut costs, or both.

State grant programs for undergraduates, mostly need-based, held steady at 6 percent of all aid dollars in the 1983-1984 to 1992-1993 decade.[99] But the combined $2.1 billion expended nationally was a substantially higher proportion of all *grant* funds, and reflected a 40 percent increase—though this was less than the growth rate for state-resident undergraduate tuition—between 1987-1988 and 1992-1993 (Table 6).[100] This growth in need-based state grant funding appears to be a direct response to the recent sharp increases in tuition in the public higher education sector.[101] Many states, in contrast, reduced aid programs sharply during the early 1980s recession to spare public institutions from deep cuts and their students from tuition increases.[102] Many grant programs are open to students attending independent colleges, so this sector and its students benefited as well from the recent increases in aid. Funding for state need-based aid continued to grow strongly in 1993-1994, according to preliminary evidence (Table 7).

TABLE 6

GROWTH IN STATE STUDENT AID 1987-1988 TO 1993-1994

Year	Percent
1987-1988	4.0
1988-1989	3.4
1989-1990	7.4
1990-1991	8.3
1991-1992	7.4
1992-1993	8.1
1993-1994[1]	11.7

[1] *Preliminary figure cited from* Postsecondary Education Opportunity, *October, 1993. The National Association of State Scholarship and Grant Programs will present a more detailed analysis at a later date.*

SOURCE: National Association of State Scholarship and Grant Programs, 1993.

This combination of state actions—restricted state appropriations to public institutions, acquiescence in sharp tuition increases, and more need-based aid for students—may portend an important departure in the financing of higher education. The next section examines state policy options, including *high tuition-high aid*, for a period of increased demands but limited access to state tax funds.

POLICY OPTIONS

States thus faced daunting prospects for supporting higher education as demographics and economics dictated enrollment increases, while other functions often subject to mandated formulaic responses pressed their demands. Thus far, states and institutions have largely adopted short-horizon responses: across-the-board cuts in academic and administrative budgets, enrollment limitations, sharp increases in resident tuition and generally somewhat less-sharp increases in need-based financial aid to students, and increases in tuition from out-of-state students. States, in short, have sought to avoid fundamental changes, hoping for improved fiscal conditions.

Most state economies are slowly improving, so this strategy may appear adequate, at least in the near future. These states may try to keep existing structures intact, though declining participation rates may result from the rise in tuition prices and the high cost of capacity expansion. Declining participation is likely to have unhealthy long-term consequences on the modern American economy and on an ethnically diversifying social milieu.

In some states, on the other hand, the combination of increased demands for higher education, greater competition for state funds, and limited economic growth will not permit anything approaching "business as usual." Even more affluent states may decide not to fund increased demands by proportional increments to the existing system. Instead, some states are considering, or may soon implement, sharply new policy options for higher education.

TABLE 7

STATE NEED-BASED GRANT PROGRAM CHANGES, 1992-1993 TO 1993-1994 (INCREASE IN DOLLARS)

State	Program	Percent Change
TOTALS		11.7
New York	Tuition Assistanc Program	+3.9
Illinois	Monetary Award Program	+6.1
Pennsylvania	State Grants	+12.5
New Jersey	Tuition Aid Grants	+23.2
California	Cal Grant A	+45.0
Minnesota	State Grant Program	+19.3
Ohio	Instructional Grants	+15.0
Indiana	Higher Ed./Freedom of Choice	+3.7
California	Cal Grant B	+23.9
Michigan	Tuition Grants	n.c.
Massachusetts	General Scholarship	-2.8
Virginia	discretionary Aid	+27.2
Iowa	Tuition Grant Program	+2.5
Florida	Student Assistance Grants	+19.2
Michigan	Competitive Scholarships	n.c.
Texas	Tuition Equalization Grants	+4.1
Washington	State Need Grants	+133.3
Wisconsin	Higher Education Grants	+9.9
South Carolina	Tuition Grants	n.c.
Wisconsin	Tuition Grants	+9.2
Maryland	General State Scholarships	+24.6
Tennessee	Student Assistance Awards	+8.4
Oklahoma	Tuition Aid Grants	+0.6
Kentucky	College Access Grants program	-3.8
Colorado	Student Grants	+28.9
Connecticut	Independent College Student Grants	n.c.
Oregon	Need Grants	+3.0
New Jersey	Equal Opportunity Fund	+6.1
New York	Aid for Part-time Study	+8.1
Missouri	Student Grants	+1.8
Massachusetts	Cash Grants	n.c.
Vermont	Incentive Grants	+0.7
Rhode Island	Scholarship & Grants Program	-13.4
Kentucky	Tuition Grant Program	+8.4

SOURCE: Mortenson, 1993. Data gathered through surveys of state grant agencies.

Thus, states may seek to sharpen definitions of institutional missions, prune parts of institutions that do not match the redefined mission, and reduce duplication of missions and programs across the system. Pruning, however, has proved difficult in the past, and may require urgent fiscal pressure to overcome inevitable institutional and political resistance.

States may also push public colleges and universities to increase academic and administrative productivity. Institutions may attain reduced faculty costs per student—greater "academic productivity"—by increasing the proportion of institution-paid faculty time spent with students and by decreasing the proportion of small classes. Greater administrative productivity implies fighting "Parkinson's Law" tendencies by reducing the incentives for entrepreneurial administrators to increase their domains, and reducing the administrative interaction and concomitant bureaucratic growth that results from entrepreneurialism.[103] Some independent institutions are already addressing productivity without "benefit" of urgent fiscal circumstances or pressure from state authorities.[104]

States facing expansion pressures may offer to fund new students on existing campuses but only at levels well below the historical average. This strategy encourages greater productivity while spreading the costs of existing capital facilities over more students. The challenge is to achieve the reduced costs by meaningful internal restructuring, not by quality reduction.

Continuing fiscal and enrollment pressures will promote efforts to use two-way, cost-effective communication technologies to deliver higher education. Employers and educational institutions already use satellite, television, and electronic mail to educate employees and students located in disparate or remote areas. Pressure for increased academic productivity may soon lead to technology-based instruction that increases the students/faculty ratio in standard campus courses. These controversial proposals will require lots of work to assure their educational efficacy and quality, economic viability, and administrative workability, especially when they involve interinstitutional cooperation.

Many states will respond to increased enrollment pressures by routing more freshmen and sophomores through community colleges, which spend substantially less per student than four-year colleges and universities.[105] This strategy, which requires increased enrollment capacity at community colleges, may lead to bottlenecks when community college graduates seek to transfer to four-year schools, already a serious problem in California, Virginia, and Washington.

Washington has recently addressed this bottleneck, and responded to demands for increased capacity in Master's-level professional fields, by establishing "truncated" branch campuses of its major universities in urban areas. These branches provide upper-division courses leading to majors in a few interdisciplinary fields, plus Master's programs in business, education, nursing, and eventually engineering and public administration. But they do not reproduce the departments, research facilities, and administrative complexity of a full-blown campus. This potentially intriguing way of meeting a well-defined need at moderate cost awaits assessments of educational soundness and of sufficient student demand to achieve the cost-per-student objectives.

Washington and Virginia are also experimenting with financial incentives for community college graduates, and others who have not completed their upper-division work, to transfer to independent four-year institutions within the state. Paying a premium in financial aid to offset (or partially offset) higher tuition at the independent institution, proponents argue, is likely to be cheaper than increasing capacity in already full public higher education systems.

Some states might broaden this concept to attract more lower-division students into independent colleges and universities. Such an approach probably has most promise in states where independent institutions with excess capacity are willing to offer space at rates below the full per-student cost of public sector expansion, and where the state cannot afford to accommodate all projected enrollment growth through public sector expansion.[106] The health sciences fields offer a precedent. Several states have for many years essentially purchased enrollment-spaces for resident students in independent institutions rather than expand these costly programs in the public sector.[107]

A final state strategy, one getting increased attention, addresses the revenue side of the financing equation.[108] The "high tuition/high aid" strategy, noted above, aims to increase net revenue by raising tuition substantially in public colleges and universities while recycling some funds into aid for needy students. Most students who can pay, the thinking goes, will attend despite the higher "sticker price," but access will not be denied to needy students. Studies of the price elasticity of demand for higher education by students from different income groups tend to support the basic idea.[109] But much depends on the level of aid available to students from moderate-income families. Higher public-sector tuition may also make independent institutions more attractive to students, thereby better utilizing a state's higher education resources. But this approach may undermine the broad base of public support for higher education, and budgetmakers may, when pressed, maintain high-tuition while cutting back on the generous student aid necessary for access. A high sticker price may also discourage lower-income and minority students, who are notoriously poorly informed about higher education options, from even inquiring about financial aid.

CONCLUSION

Avoiding declining higher education participation rates, state authorities may well conclude, requires the end of "business as usual" in higher education finance. The current, still slow-moving, economic recovery may provide time to plan future strategy, but is not an excuse for ignoring emerging realities in states' finances. Higher education is too important to the future of our economies and societies to drift into underfunded, unplanned mediocrity or mere high-priced service to the elite.

NOTES

[1] See national economic data cited in "No repeat predicted for economic surge," 1994, Reynolds, 1994.

[2] Western Interstate Commission on Higher Education, 1993.

[3] Marshall and Tucker, 1992.

[4] Mortenson, 1993.

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[5] Benjamin et al, 1993.

[6] Blue Chip Economic Indicators, cited in "Growth Spike Fuels Optimistic Forecasts for Economy in 1994," 1994.

[7] Data cited are from "Economy Makes Strong Finish to 1993," 1993; "Economic Growth Cools Down," 1994; and "Growth Spike Fuels Optimistic Forecasts for Economy in 1994," 1994.

[8] "Economic Growth Cools Down," 1994.

[9] "Indications of Slowing Economy," 1994.

[10] "Spending and Home Sales Get April Chill," 1994.

[11] "Unemployment Falls to 6.4%, Report Shows," 1994.

[12] "Few Cheers in these Figures Either," 1994. The figures are seasonally adjusted.

[13] *Ibid.*

[14] "Unemployment Falls to 6.4%, Report Shows," 1994.

[15] "Bonds Plunge on New-Jobs Report," 1994.

[16] U.S. Department of Labor data cited in "Indications of Slowing Economy, 1994."

[17] As an indication, of the 456,000 net new jobs in February, 1994, 349,000 were part-time and many were temporary. There were 74,000 new jobs in the relatively low-paying retail sector. Data from "Bonds Plunge on New-Jobs Report," 1994.

[18] Except as otherwise indicated, the statistics and assessments in this section came from Asklund, et al., 1994.

[19] National Association of State Budget Officers, National Governors' Association (NASBO/NGA), 1993.

[20] "California May be Joining Nation's Economic Rebound," 1994.

[21] Gold, 1994, 8.

[22] Mattoon and Testa, 1992.

[23] NASBO/NGA, 1993.

[24] *Ibid.*, 4.

[25] The figures shown for Rhode Island are misleading due to accounting changes. In fact, comparable spending is projected to be approximately level in FY 1994 compared to FY 1993 and increased by 3.7 percent in that year compared to FY 1992 (NASBO/NGA, 1993, 31).

[26] Gold, 1994, 6.

[27] NASBO/NGA, 1993, 4.

[28] But Gold, 1994, notes that these figures are somewhat inflated by some states' manipulation of hospital taxes so as to take in more federal funds as state tax revenues to spend on Medicaid.

[29] See also Grizzle and Power, 1993.

[30] Needham, 1992, 4.

[31] See also "Two California Research . . . ," 1994, 25.

[32] Duncombe and Straussman, 1993.

[33] These figures are from NASBO/NGA, 1993, 5.

[34] This figure increases to 2.1 percent if all state spending (not just general fund spending) is counted. Many states use non-general-fund revenues (such as lottery proceeds or income from resource extraction activities tied to school capital funding) to help fund elementary and secondary education. Spending from these funds is budgeted to increase by more than 6 percent in FY 1994 (Eckl et al., 1993, 30).

[35] Eckl et al., 1993, 25. To maintain per-pupil spending levels, California shifted substantial property tax revenues from local governments to school districts (*Ibid.*, 28).

[36] Gold, 1994, 5.

[37] It is useful to call to mind here that state and local taxpayers are by and large the same people. Moreover, local revenue sources are in most cases ultimately subject to state authority as to rates and sharing arrangements. Thus, in an important sense state and local needs all draw upon the same basic "pot" of funding potential.

[38] Western Interstate Commission on Higher Education, 1993.

[39] Other western states show only slightly lower rates of increase: California (36 percent), Colorado (37 percent), Idaho (37 percent), and Oregon (33 percent).

[40] Eckl et al., 1993, 30-31. Excluding California, where the funding decline continued, the aggregate increase was greater than 4 percent.

[41] The general fund is by far the major source of state funding for higher education, which gets few earmarked state funds.

[42] Mortenson, 1994b, 11; Eckl et al., 1993, 31.

[43] Eckl et al., 1993, 24.

[44] Hines, 1994, 7. Hines's annual compilation, conducted at the Center For Higher Education at Illinois State University, and now published by the State Higher Education Executive Officers, has long been the most convenient source of detailed information about state appropriations for higher education.

[45] Lively, 1993b, which reported on a preliminary version of the Hines/Illinois State University data cited above.

[46] *Ibid.*

[47] Hines, 1994, 10. Not all states categorize their data in the same way for the Hines compilation. Only 33 of the 50 states had an identifiable category for student aid.

[48] Hines, 1994, 10. They fared less well than other sectors in only nine states.

[49] Hines, 1994, 10. The reverse was true in only nine states. Elsewhere, the percentage gains were identical. These figures exclude funds for medical and agricultural colleges and other specified purposes.

[50] Mortenson, 1994b, 13-14; Mercer and Lively, 1994, A25; Eckl et al., 1993, 31-32.

[51] "Colleges in Washington, D.C . . . .," 1994, A21.

[52] Mercer, 1994, A25-A26.

[53] Ewell, 1990; Paulson, 1990; Jones and Ewell, 1993.

[54] Folger and Jones, 1993, 35-38.

[55] *Ibid.*, 36.

[56] Lively, 1994a, A22-A23; Lively, 1994b, A20.

[57] Lively, 1994a, A22.

[58] *Ibid.*

[59] Lively, 1994b, A20.

[60] *Ibid.*

[61] For similar assessments, see Patrick Callan of California (quoted in Lively, 1994a, A23) and Folger and Jones, 1993.

[62] Jaschik, 1994, A31, A34.

[63] Zook, 1994a, A26, and Jaschik, 1994.

[64] Jaschik, 1994, A31.

[65] State Higher Education Executive Officers, National Center for Educational Statistics (NCES), 1994, 2.

[66] Jaschik, 1994, A34.

[67] *Ibid.*

[68] SHEEO/NCES, 1994, 1.

[69] Zook, 1994a, A26; Jaschik, 1994, A34.

[70] Unless otherwise indicated, in this discussion tuition charges refer to charges to undergraduates and, in the public higher education sector, to charges to state-resident undergraduates.

[71] Mortenson, 1994a, 6.

[72] *Ibid.*, 9.

[73] Bowen and Breneman, 1993.

[74] Clotfelter, 1991.

[75] Cage, 1994, A31, A32.

[76] McPherson and Schapiro, 1991 and National Commission on Responsibilities For Financing Postsecondary Education, 1993 both propose such incentives in their recommendations for government policies.

[77] College Board, 1993, 7.

[78] This table was constructed from data collected by the Washington Higher Education Coordinating Board, and published in Lenth, 1993, Appendix B. This convenient compilation reports public institution tuition charges by state and by segment for research universities, "state colleges and regional universities," and community colleges. The data are reported for five-year intervals from 1972-1973 to 1992-1993.

[79] Lenth, 1993. This report surveyed state tuition policies.

[80] *Ibid.*, 9.

[81] *Ibid.*, 16-18.

[82] *Ibid.*, 18-20.

[83] *Ibid.*, 27-31.

[84] *Ibid.*, 28.

[85] *Ibid.*, 30.

[86] *Ibid.*

[87] *Ibid.*, 31.

[88] Institutional authorities are probably more likely to be sensitive to the quality and workload implications of increasing enrollments without adequate funds, while legislators in particular tend to worry most about maximizing the number of their constituents who can enroll. Thus, institutions may limit enrollments before state authorities would have them do so.

[89] Mortenson, 1993, 7.

[90] WICHE, 1991 (quotation marks in original); Mortenson, 1993. Mortenson reports that Wisconsin imposed limits in 1987 (8). There is no comprehensive national source on state-imposed enrollment limits, so the above list may well be incomplete.

[91] See Mortenson, 1993 who cites survey data collected by the American Association of State Colleges and Universities.

[92] Computations are all based on data from The College Board, 1993.

[93] College Board, September, 1993.

[94] *Ibid.*

[95] *Ibid.*

[96] Data on median family income, generally regarded as a better indicator of ability to pay for undergraduate education than disposable per-capita income, were not reported for 1992-1993 in the publication cited above that was used to make these computations. But, as of 1991-1992 the growth rate in this indicator lagged that of disposable personal income per capita by more than ten percentage points over the period since 1983-1984. This implies that the negative gap between growth in

college costs and this indicator of ability to pay would be considerably larger.

[97] Again, data on this measure were not available for 1992-1993.

[98] Zook, 1994b, A36.

[99] College Board, 1993.

[100] The data in Table 6 are from the National Association of State Scholarship and Grant Programs (NASSGP) annual survey. The five-year tuition growth rates for state-resident undergraduates were: public universities, 53.6 percent; state colleges, 53.3 percent; community colleges, 47.3 percent. These percentages are from the Washington Higher Education Coordinating Board data reported in Lenth, 1993.

[101] Lively, 1993a, A24. But a correlation analysis found no significant relationship between a state's rate of tuition increase in its public research universities and its rate of growth in student aid spending between 1987-1988 and 1992-1993. The same result occurred when the analysis was run using the rank-ordering of the states on each variable.

[102] Zumeta, 1993a.

[103] Massy and Wilger, 1992.

[104] Chira, 1990; "Stanford to Lay Off . . . ," 1990; Manger, 1991; McMillen, 1991a, b; DePalma, 1992; Celis, 1993; Grassmuck, 1993.

[105] For new data suggesting such state interest, see Zumeta, 1994.

[106] For more details, see Zumeta, 1993b.

[107] Zumeta, 1992, 1994.

[108] Lenth, 1993.

[109] McPherson and Schapiro, 1991, 12, 50-54.

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BENEFITS AND RETIREMENT, 1992-1993

by Jay L. Chronister

Jay Chronister ***is professor of higher education and chair of the Department of Educational Leadership and Policy Studies at the University of Virginia.***

Chronister's research interests and recent publications address issues involving faculty careers, incentive retirement programs, retirement planning, and faculty benefit issues.

Chronister earned his doctorate in higher education from the University of Pittsburgh and has held faculty and administrative positions with the Pennsylvania State University and the University of Pittsburgh.

The 1990s have provided many challenges to American colleges and universities and especially to faculty members, the major human capital of the higher education enterprise. Faculty salary increases in current dollars, the *NEA Almanac* notes, have been marginal and in constant dollars have stagnated. Deteriorating economic conditions in many states and financial problems at many institutions often resulted in no increases or even in reduced salaries.

These precarious financial conditions also affected the costs and the nature of fringe benefits made available to faculty. Between 1983-1984 and 1993-1994, the average expenditures for fringe benefits increased by just over 109 percent. This average includes increases of 189.8 percent, 90.4 percent, and 89.3 percent in institutional expenditures for medical/dental insurance, Social Security taxes, and retirement contributions, respectively. Average salaries, in contrast, grew by only 63.6 percent.[1] Thus, funds that might have gone into "take home pay" are going into benefits.

This chapter analyzes the expenditures for fringe benefits, reviews factors that affect these expenditures, and examines variables that affect retirement decision-making. The chapter then discusses recent federal legislation that may affect the benefits packages offered by colleges and universities.

BENEFIT EXPENDITURES, 1992-1993

Benefit costs amount to approximately 25 percent of institutional expenditures for compensation. Two large benefit categories, pension and Social Security contributions, are tied to salary, which, in turn, vary significantly by type and control of institution. Tables 1 and 2 show the relationship between average salaries, average benefits, and benefits as a percentage of salary.

For faculty members on 9/10 month contracts, the average cash value of benefits tended to be higher at public institutions; independent doctoral institutions excepted (Table 1). Benefits as a percent of salary varied from 22.9 percent at independent two-year (AA) institutions to 26.1 percent at public BA+ institutions. Average cash outlays varied from $6,167 at independent AA colleges to $13,990 at independent doctoral institutions.

Table 2 provides comparable information

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TABLE 1

AVERAGE SALARY, AVERAGE BENEFITS AND BENEFITS AS A PERCENT OF AVERAGE SALARY, FACULTY ON 9/10 MONTH CONTRACTS BY OFFERING LEVEL AND CONTROL, 1992-1993

Institution Type and Benefit	Public	Private	Average
AA			
Salary($)	38,067	26,886	37,838
Benefits ($)	9,852	6,167	9,777
Benefits (% Salary)	25.9%	22.9%	25.8%
BA			
Salary($)	39,188	37,297	37,802
Benefits ($)	9,721	9,402	9,487
Benefits (% Salary)	24.8%	25.2%	25.1%
BA+			
Salary($)	43,711	39,767	42,325
Benefits ($)	11,422	10,140	10,972
Benefits (% Salary)	26.1%	25.5%	25.9%
Doctoral			
Salary ($)	48,538	56,038	50,613
Benefits ($)	11,496	13,990	12,186
Benefits (% Salary)	23.7%	25.0%	24.1%
Average			
Salary($)	44,299	46,367	44,884
Benefits ($)	10,985	11,656	11,175
Benefits (% Salary)	24.8%	25.1%	24.9%

NOTE: Based on 82.49 percent of the NEA faculty salary universe (2,633 institutions) reporting benefit data.

SOURCE: National Center for Educational Statistics, IPEDS Salary Survey, 1992-1993.

TABLE 2

AVERAGE SALARY, AVERAGE BENEFITS AND BENEFITS AS A PERCENT OF AVERAGE SALARY, FACULTY ON 11/12 MONTH CONTRACTS BY OFFERING LEVEL AND CONTROL, 1992-1993

Institution Type and Benefit	Public	Private	Average
AA			
Salary($)	38,029	32,492	37,692
Benefits ($)	9,180	7,063	9,053
Benefits (% Salary)	24.1%	21.7%	24.0%
BA			
Salary($)	52,846	34,348	36,273
Benefits ($)	10,457	7,232	7,725
Benefits (% Salary)	19.8%	21.1%	21.3%
BA+			
Salary($)	53,721	40,204	46,486
Benefits ($)	12,045	9,545	10,747
Benefits (% Salary)	22.44%	23.7%	23.1%
Doctoral			
Salary ($)	62,254	58,088	61,397
Benefits ($)	13,656	15,336	13,990
Benefits (% Salary)	21.9%	26.4%	22.8%
Average			
Salary($)	55,083	49,227	53,730
Benefits ($)	12,287	12,141	12,253
Benefits (% Salary)	22.3%	22.8%	22.8%

NOTE: Based on 82.49 percent of the NEA faculty salary universe (2,633 institutions) reporting benefits data.

SOURCE: National Center for Educational Statistics, IPEDS Salary Survey, 1992-1993.

for faculty on 11/12 month contracts. Benefits as a percent of average salary for these faculty members tended to be slightly higher at independent institutions, except at AA colleges. Independent doctoral institutions had the highest percentage (26.4 percent) and dollar investment ($15,336). Public BA colleges showed the lowest percentage (19.8 percent), while independent AA colleges showed the lowest dollar investment ($7,063). Save for independent doctoral institutions, benefit expenditures as a percent of salary were lower for 11/12 month faculty than for 9/10 month appointees, perhaps because comparable benefit costs for medical/dental benefits, for example were computed as a percent of 11/12 month (presumably higher) salaries. Salary-driven benefit costs that involve a cap, such as Social Security, also help to explain variance in expenditures as a percent of salary.

Comparing pension, Social Security, and health insurance costs to the average costs for the entire benefits package shows the importance of these benefits in the entire mix. For 9/10 month faculty at public institutions, average institutional expenditures for these three benefits ranged from 90 percent of the average expenditures for all benefits at AA colleges to

94.4 percent at BA+ institutions. For independent institutions, the percentages ranged from 82 percent at BA colleges to 87.8 percent at AA institutions.

Pension Contributions

Pension contributions varied considerably by type and control of institution, a function partly, as noted above, of the difference in average salaries (Tables 1 and 2), and partly of the difference between the *types* of pension plans offered and the specified contribution rates. For 9/10 month faculty, public colleges, doctoral-level institutions again excepted, made significantly higher average pension contributions than did independent institutions. Public and independent AA colleges, for example, contributed an average of $3,548 and $1,428, respectively, per faculty member. Independent doctoral institutions averaged $4,980; public doctorals, $4,777. These statistics also illustrate the strong relationship between salary and pension contributions. In 1992-1993, the average salary at independent doctoral institutions, the category with the highest pension contribution, was $55,291; public doctoral institutions averaged $48,573. Average pension contributions and average salaries for faculty members on 11/12 month contracts were greater at all types of public colleges and universities than at their independent sector counterparts.

Table 5 presents average pension contributions as a percentage of average total benefit costs by institutional type and control. For 9/10 month faculty members, this percentage ranged from 23.2 percent at independent AA colleges to 41.6 percent at public doctoral institutions. Public institutions of each type devoted a larger proportion of their average benefits expenditures to pension contributions. For faculty members on 11/12 month contracts, the pension contributions ranged from 19.8 percent at independent AA institutions to 44.4 percent at public BA+ institutions.

Table 5 also shows how much a specific benefit expenditure contributes to the average compensation of faculty by presenting average pension expenditures as a percent of average salary. Expenditures for pension benefits at public BA+ institutions, for example, averaged 10.2 percent of salary. Independent institution pension contributions as a percent of salary were several percentage points below the per-

TABLE 3

AVERAGE BENEFITS FOR FACULTY MEMBERS ON 9/10 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL, 1992-1993

Institutional Type and Benefit	Control		
	Public	Private	Average
AA			
Retirement	$3,548	$1,428	$3,505
Medical/Dental	3,261	1,957	3,234
Disability	108	86	107
Tuition Reimbursement	46	150	48
Housing	0	24	0
Social Security	2,079	2,029	2,078
Unemployment Comp.	108	128	109
Life Insurance	361	93	356
Worker's Comp.	239	222	239
Other	101	48	100
Total	9,852	6,167	9,777
BA			
Retirement	3,649	2,793	3,021
Medical/Dental	2,969	2,178	2,389
Disability	55	133	112
Tuition Reimbursement	118	783	606
Housing	6	88	66
Social Security	2,475	2,744	2,672
Unemployment Comp.	76	152	132
Life Insurance	111	172	156
Worker's Comp.	245	254	251
Other	17	106	83
Total	9,721	9,402	9,487
BA+			
Retirement	4,442	2,839	3,879
Medical/Dental	3,371	2,519	3,072
Disability	89	137	106
Tuition Reimbursement	70	776	318
Housing	0	63	22
Social Security	2,971	2,900	2,946
Unemployment Comp.	72	140	96
Life Insurance	128	183	147
Worker's Comp.	256	506	344
Other	24	77	43
Total	11,422	10,140	10,972
Doctoral			
Retirement	4,777	4,980	4,833
Medical/Dental	3,111	3,277	3,157
Disability	117	140	123
Tuition	113	1,055	373
Housing	4	21	9
Social Security	2,772	3,667	3,019
Unemployment Comp.	78	156	99
Life Insurance	158	202	170
Worker's Comp.	274	316	286
Other	94	176	117
Total	11,496	13,990	12,186
Average	10,985	11,656	11,175

NOTE: Based on 82.49 percent of the NEA faculty salary universe (2,633 institutions) reporting benefits data.

SOURCE: National Center for Educational Statistics, IPEDS Salary Survey, 1992-1993.

TABLE 4

AVERAGE BENEFITS FOR FACULTY MEMBERS ON 11/12 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL, 1992-1993

Institutional Type and Benefit	Control Public	 Private	 Average
AA			
Retirement	$3,631	$1,399	$3,498
Medical/Dental	2,807	2,623	2,796
Disability	60	65	60
Tuition Reimbursement	18	223	30
Housing	1	0	1
Social Security	2,277	2,171	2,271
Unemployment Comp.	68	87	69
Life Insurance	89	139	92
Worker's Comp.	154	187	156
Other	75	168	80
Total	9,180	7,063	9,053
BA			
Retirement	4,043	1,506	1,894
Medical/Dental	2,644	2.221	2,285
Disability	54	117	107
Tuition Reimbursement	98	320	286
Housing	0	236	200
Social Security	3,227	2,247	2,397
Unemployment Comp.	54	119	110
Life Insurance	98	145	137
Worker's Comp.	192	232	226
Other	46	90	83
Total	10,457	7,232	7,725
BA+			
Retirement	5,348	2,575	3,908
Medical/Dental	2,719	2,352	2,528
Disability	142	145	144
Tuition Reimbursement	72	382	233
Housing	0	148	77
Social Security	3,204	2,706	2,945
Unemployment Comp.	72	108	90
Life Insurance	201	193	197
Worker's Comp.	265	900	595
Other	23	37	30
Total	12,045	9,545	10,747
Doctoral			
Retirement	6,148	5,270	5,974
Medical/Dental	3,068	3,866	3,226
Disability	142	145	144
Tuition	133	1,217	348
Housing	3	351	72
Social Security	3,450	3,530	3,466
Unemployment Comp.	91	156	104
Life Insurance	216	170	207
Worker's Comp.	314	338	319
Other	92	284	130
Total	13,656	15,336	13,990
Average	12,287	12,141	12,253

NOTE: Based on 82.49 percent of the NEA faculty salary universe (2,633 institutions) reporting benefits data.

SOURCE: National Center for Educational Statistics, IPEDS Salary Survey, 1992-1993.

TABLE 5

AVERAGE PENSION CONTRIBUTIONS AS A PERCENT AVERAGE BENEFIT COSTS AND AVERAGE SALARY, 1992-93

	Percent of Benefit Costs Public	 Private	Percent of Salary Public	 Private
9/10 Month Faculty				
AA	36.0	23.2	9.3	5.3
BA	37.5	29.7	9.3	7.5
BA+	38.9	28.0	10.2	7.1
Doctoral	41.6	35.6	9.8	8.9
11/12 Month Faculty				
AA	39.6	19.8	9.5	4.3
BA	38.7	20.8	7.7	4.4
BA+	44.4	26.9	9.9	6.4
Doctoral	45.0	34.4	9.9	9.1

NOTE: Based on 82.49 percent of the NEA faculty survey universe (2633 institutions) reporting benefits data.

SOURCE: NCES, IPEDS Salary Survey, 1992-93.

centage at comparable types of public institutions, again except at doctoral institutions. Provisions in specific plans affect these differences—the rate of the institution's contribution as a percent of salary in totally subsidized pension plans, and the overall rate and relative contributions in plans that require payments from both faculty members and institutions.

Medical/Dental Insurance

The cost of health-care coverage for faculty and staff continues to be a major expense for colleges and universities. The increases in average cost per participant for medical/dental benefits for 1989-1990 through 1992-1993 for faculty members on 9/10 month contracts ranged from 33.7 percent at public liberal arts colleges to 46.2 percent at independent doctoral institutions. The costs for medical/dental benefits, measured by average annual dollar expenditures, were higher at public institutions each year, except at independent doctoral institutions in 1992-1993. The same patterns held for faculty members on 11/12 month contracts, but the percentage increases varied more across institutions by type and control. Collective bargaining and state health plans help to explain the average higher figures among public institutions.

Average medical/dental expenditures, as a percent of total benefit expenditures for 9/10 month faculty members, ranged from 23.2 percent at the independent BA institutions to 33.1 percent at the public AA colleges. These expenditures as a percent of average salary ranged from 5.8 percent at independent doctoral and BA institutions to 8.6 percent at public AA institutions.

Social Security

Social Security taxes continued to escalate as a benefit expense for institutions and faculty members. In 1993, FICA taxes were 6.20 percent for Social Security up to a salary cap of $57,600, and 1.45 percent for Medicare up to a salary cap of $135,000. The 1994 tax rates remained the same, but the Social Security ceiling rose to $60,600 and Medicare was completely uncapped. The institution has no control over the cost of this benefit. Social Security is the first or second most expensive benefit provided to faculty members on 9/10 month contracts at independent colleges and universities. At public institutions, Social Security is on average the second and third most expensive benefit for 11/12 month and for 9/10 month contract faculty, respectively (Tables 3 and 4).

Tuition Remission

Pension, medical/dental, and Social Security payments were a lower percentage of total benefits at independent institutions because they offered tuition reimbursement as a benefit; the vast majority of public institutions did not. The tuition differential between public and independent institutions also contributed to the disparities in the amount of this benefit. The average tuition reimbursement for 9/10 month faculty at independent and public doctoral institutions in 1992-1993 was $1,055 and $113, respectively. Similar differences in favor of independent institutions existed at AA, BA, and BA+ institutions.

TABLE 6

AVERAGE INSTITUTIONAL EXPENDITURES FOR MEDICAL/DENTAL BENEFITS FOR FACULTY MEMBERS BY APPOINTMENT, INSTITUTIONAL TYPE, AND CONTROL, 1989-1990, 1990-1991, 1991-1992, AND 1992-1993

Institution Type	1989-1990		1990-1991		1991-1992		1992-1993		Percent Change 1989-1990 to 1992-1993	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
9-10 Month Appointment										
AA	$2,273	$1,350	$2,835	$1,556	$3,221	$1,629	$3,261	$1,957	43.5	44.9
BA	2,180	1,548	2,436	1,816	2,980	2,055	2,969	2,178	36.2	40.6
BA+	2,521	1,833	2,762	2,042	3,152	2,457	3,371	2,519	33.7	37.4
Doctoral	2,268	2,241	2,563	2,552	2,923	2,755	3,111	3,277	37.2	46.2
11-12 Month Appointment										
AA	$1,704	$2,087	$2,025	$2,305	$2,364	$2,569	$2,807	$2,623	64.7	25.7
BA	1,931	1,731	1,863	2,103	2,775	1,952	2,644	2,221	36.9	28.3
BA+	1,965	1,812	2,325	2,002	2,544	2,173	2,719	2,352	38.4	29.8
Doctoral	2,177	2,485	2,497	2,667	2,700	3,046	3,068	3,866	40.9	55.6

SOURCE: National Center for Educational Statistics, IPEDS Faculty Salary Data, 1989-1990 *(67.8 percent of salary universe),* 1990-1991 *(82.4 percent of salary universe);* 1991-1992 *(60.3 percent of salary universe), and* 1992-1993 *(82.4 percent of salary universe).*

TABLE 7

AVERAGE MEDICAL/DENTAL EXPENDITURES AS A PERCENT OF AVERAGE BENEFIT COSTS AND AVERAGE SALARY, 1992-1993

	Percent of Benefit Costs		Percent of Salary	
	Public	Private	Public	Private
9/10 Month Faculty				
AA	33.1	31.7	8.6	7.3
BA	30.5	23.2	7.6	5.8
BA+	29.5	24.8	7.7	6.3
Doctoral	27.1	23.4	6.4	5.8
11/12 Month Faculty				
AA	30.6	37.1	7.4	8.1
BA	25.3	30.7	5.0	6.5
BA+	22.6	24.6	5.1	5.8
Doctoral	22.5	25.2	4.9	6.6

NOTE: Based on 82.49 percent of the NEA faculty salary universe (2,633 institutions) reporting benefits data.

SOURCE: National Center for Educational Statistics, IPEDS Salary Survey 1992-1993.

Housing

Housing expenditures were higher on average for faculty on 11/12 month contracts, and independent BA, BA+, and doctoral institutions expended significantly more per 11/12 month faculty member on housing than did public institutions. Within the four-year independent sector, average expenditures ranged from $148 at BA+ institutions to $351 at doctoral institutions.

BENEFITS FOR PART-TIME FACULTY

Part-time regular faculty[2] make up approximately 22 percent of the total headcount faculty on American college and university campuses.[3] The National Survey of Postsecondary Faculty 1988 (NSOPF-88) showed that 55 percent of all institutions provided some benefits for their regular part-time faculty members, expending the equivalent of about 14 percent of salary.[4]

Pension Plans

Forty-three percent of the institutions offered a retirement plan to part-time faculty members; 31 percent subsidized the plan. Among four-year institutions, public colleges were more likely to provide the plans (62 percent versus 25 percent).[5] Six percent of all institutions provided a flexible benefit plan for their regular part-time faculty.[6]

Only 20 percent of all part-time faculty members, according to a recent study, received subsidized pension plans.[7] About 8.5 percent of part-time faculty, this study added, received tuition remission for their children. Some state benefit plans and independent insurance companies precluded part-time employee participation, even when institutions that were part of state systems wished to include them.

Medical Insurance for Part-Time Faculty

Colleges and universities generally overlook part-time regular faculty members when formulating health-care benefits. Only 16.6 percent of these instructors received subsidized medical insurance, mainly as a result of collective bargaining.[8] Part-time faculty members who have completed 12 terms of employment, stipulated the Lansing (Michigan) Community College agreement, may participate in the college's Physician's Health Plan or the Health Central Plan by paying the monthly premiums for single subscriber, two person, or full family coverage. Part-time faculty members were not eligible for LCC's dental and vision care programs. The San Joaquin Delta (California) Community College District agreement made the full-time faculty subsidized benefits available to colleagues employed on at least 65 percent of a full-time load. Benefits may also be available to faculty members who taught a 50 percent load if they met certain eligibility requirements. The Pennsylvania State System of Higher Education agreement provided for hospital and medical insurance at institution expense for regular part-time faculty and for temporary part-time faculty members who worked at least 50 percent of a standard workload for at least one academic year.

MEDICAL INSURANCE COST ISSUES

The release of President Clinton's Health Security Act began the long process of reforming the nation's health-care system. Congress and the American people will decide the contents of a standard benefit package, the costs to the employer and employee, and whether employees will have choice among plan options or plans. Any enacted plan—Congress, at press time, has passed no health-care reform legislation—will undoubtedly contain elements of the President's plan and of several proposals submitted by members of Congress.

The significance of medical/dental benefits in the compensation package for faculty and staff members makes this proposed legislation of paramount importance. The legislation may affect both the nature of the coverage institutions will provide and the costs of any changes to institutions and faculty members. A recent survey assessed the potential impact of health-care reform on higher education.[9] Forty percent of public and 43 percent of independent colleges and universities, the survey noted, offered only one health benefit plan for employees, but most reform proposals encourage the availability of multiple plans. Many reform proposals also call for subsidized coverage for part-time employees, a benefit not currently provided at the majority of institutions. A subsidized medical coverage requirement, claimed 59 percent of survey respondents, would result in fewer part-time positions on campus. The Oakland (Michigan) University bargaining agreement anticipated an increase in health-care costs under a national health-care program by setting forth a maximum institutional contribution geared to the payout schedule in the current plan.

Current Cost Concerns

For the past three years, notes a recent AAUP report, per-faculty costs for medical/dental insurance increased faster than retirement or Social Security costs, and faster than the medical-care component of the Consumer Price Index.[10] The increased health-care expenditures experienced by institutions and faculty members, the report concludes, result from both cost inflation and increases in the quality and quantity of services. The Lehigh (Pennsylvania) Community College bargaining agreement for faculty calls for the Faculty Association and the college to establish a joint committee to study cost containment, thereby recognizing the need to control the costs of health insurance.

Employer attempts at cost control include:

- Managing the utilization rate unit costs of delivery of health-care through managed care organizations.
- Providing employees with a range of medical plan options and encouraging the use of the less expensive plans.
- Shifting a larger portion of the health-care costs to employees through increases in employee contributions, deductibles, and coinsurance.[11]

The last alternative is especially damaging to faculty members, whose purchasing power has declined.

Increased emphasis on promoting wellness through preventive services has accompanied cost reductions associated with medical care following injury or illness. More colleges and universities now pay for health risk appraisal or assessment programs for faculty and staff. The Washtenaw (Michigan) Community College contract, for example, provides for free annual TB examinations and flu shots for all faculty members. "Once during the life of the Agreement," the contract adds, "the Board will reimburse up to $160.00 per faculty member toward physical examinations performed by licensed practicing physicians chosen by the faculty member."

Flexible benefit plans that permit faculty to select and change benefits may also reduce institutional and individual costs of health-care. The Foster Higgins *1992 Health Care Benefits Survey* reported that 52 percent of employers with flexible benefit plans did so to control benefit costs. By facilitating benefit reductions and requiring higher, tax-exempt employee contributions, these plans assisted cost control for the 59 percent of employers who could determine costs.[12] Stanford University's new "Educated Choices" flexible benefit plan permits faculty members to choose benefits from among three HMOs. The program also includes a new point-of-service plan and a long-term care option. "Educated Choices" is a prototype of the "managed competition" concept, since different plans with identical benefits compete on perceived quality, convenience, and price. The new plan has reportedly saved about $3 million for employees and $1.5 million for Stanford.[13]

Retirement

Higher education is preparing for a large anticipated wave of faculty retirements over the next 10 to 15 years the result of explosive growth in faculty hiring in the late 1950s and early to mid-1960s. These faculty members are rapidly approaching the "normal" retirement age 65, defined by the age at which unreduced Social Security annuity payments and Medicare become available. This age, also the targeted retirement age of other pension plans, will continue to have legal force until provisions of the 1983 Social Security Amendments gradually raise the "normal" retirement age to 66, and then to 67, over the first decades of the next century.[14]

The Age Discrimination in Employment Act (ADEA) as amended

The 1986 amendments to ADEA, which abolished mandatory retirement by reason of age, became effective for tenured faculty on January 1, 1994, although 22 states had by that time enacted similar legislation with earlier "uncapping" dates. It will take several years for the full effects of this legislation on retirement decision-making to be known. But the experiences of institutions that had abolished the age 70 mandatory retirement in earlier years suggest that "uncapping" will have little effect on the retirement decision-making of the vast majority of faculty in higher education. Most faculty members will continue to retire between ages 62 and 69. Research universities, where faculty members have been more prone to work up to the mandatory retirement age, may be the exception to this pattern.[15] One study shows an increase in the proportion of faculty retiring at age 70 and beyond prior to the full implementation of the ADEA "uncapping."[16]

The absence of a mandatory retirement age necessitates attention to the social, professional, economic, health, and personal factors that affect retirement decisions. Research shows the centrality of financial considerations, including the availability of affordable health-care coverage, to these decisions.[17] [18]

Medical Insurance for Retirees

The uncapping of mandatory retirement, rising health-care costs, and the Financial Accounting Standards Board (FASB) Statement of Financial Accounting Standards, no. 6, have increased interest in the costs of providing health-care benefits for retirees. Section 106 of the FASB statement requires accrual accounting for health-care, and other post-retirement benefits, for nongovernmental employers, including nonprofit organizations. *This means that employers subject to this section are required to charge the costs of nonpension, post-retirement benefits against revenue throughout the working lifetime of their employees, rather than as an expense to be picked up after employee retirement.*

Many institutions are now discussing whether post-retirement health-care plans should be subsidized or provided at retiree expense. Given the uncapping of the retirement age for tenured faculty, should colleges and universities subsidize health-care coverage so that faculty members are not deterred from retirement by concerns about the personal cost of this coverage? Also, what health-care plan is the most effective secondary payer beyond Medicare's coverage for those age 65 or older?

Faculty members planning for retirement are asking whether post-retirement medical coverage will be available, and whether institutions, individuals, or both will pay for these plans. Will the expense of health-care coverage, faculty members also ask, further reduce the real income available in retirement years? The availability of health coverage for retirees is more significant for faculty members under age 65 because Medicare covers retirees at that age. Lacking retiree group health coverage, the faculty members may find that the out-of-pocket expense for health-care is a major financial deterrent to retirement.

A 1992 study found that 61 percent of colleges and universities provided for continued participation of retirees in their group plan.[19] Fifty-eight percent of colleges and universities provided for participation of retirees under age 65, while 57 percent provided for those age 65 and over.[20] Two-year colleges were more likely to provide for retiree participation, both for those under and over age 65 (67 percent and 63 percent, respectively) than were the four-year institutions (57 percent and 56 percent, respectively).[21]

The 1992 TIAA-CREF survey shows a decline in the proportion of institutions offering health-care coverage since 1987. In 1987, 79 percent of responding institutions provided for participation in an employer sponsored health plan for retirees under age 65 (vs. 58 percent in 1992); 74 percent provided for retirees age 65 and older (vs. 57 percent in 1992).[22] But the 1992 survey also showed a decline in the proportion of institutions providing coverage at retiree expense and an increase in cost sharing between the institution and the retiree.[23] These changes may represent an attempt to assure that medical coverage will not deter retirement.

About 42 percent of the 1,103 responding institutions in another survey reported providing comparable health-care benefits for retirees and active employees. Only 22 percent made no benefits available to retirees.[24] Public institutions were more likely to provide comparable health benefits (64 percent versus 27 percent for independents), and employer-paid or co-paid plans. Provision of spousal and dependent coverage under retiree health insurance may also affect plans to retire. For retirees under age 65, reported TIAA-CREF, 93 percent of the institutions included the spouse in the coverage; 86 percent included other dependents. For retirees age 65 or older, 90 percent included spouses in the coverage, and 80 percent included other dependents.[25] Approximately 13 percent of the respondents to the other survey provided fully paid medical benefits for the retiree's spouse; 71 percent made no payment.[26]

Eligibility requirements for access to retiree health benefits strongly influence the age of retirement. Many institutions have age and years of service requirements that must be met in order to qualify for participation in the institution's post-retirement health plan, especially for those less than 65 years of age. The most common minimum age requirement is 55, and where a minimum number of years is set, the common number is 10. These requirements are sometimes related in a minimum combination. A "rule of 70" means that the combination of age and years of service must total 70. Fifty-four percent of the institutions responding to the TIAA-CREF survey required a combination of age and service for faculty members under age 65; 23 percent had no specified requirements, and 18 percent had a years-of-service requirement. Twenty-seven percent of responding institutions had an age-plus-service requirement for faculty members 65 or older; 29 percent had no minimum requirement, and 37 percent had only a years-of-service requirement.[27]

The bargaining agreement at Saginaw Valley (Michigan) State University includes two alternative age plus years-of-service criteria for retiree participation in the institution's group health plan. The retiree must be:

- At least 55 years of age with 10 years service.
- At least 62 years of age with five years service.

The retiree pays for participation in this plan.

These eligibility requirements affect the timing of retirement since it is unlikely that a faculty member will retire until they are met. This influence, not unexpectedly, is less for faculty members age 65 or older because of the availability of Medicare. For those under age 65, health-care is only slightly less important than the amount of the pension annuity in affecting retirement decisions.

Recent research on employer-sponsored health benefit plans highlights the relationship between the availability of retiree medical benefits and retirement.[28] Respondents to this survey included industries and independent and public organizations, including educational institutions. The average retirement age was 64 among employers who did not offer health coverage to retirees under age 65, the study found. For employers offering this coverage, the average retirement age was 62. The study also reported a decline in the number of employers offering retiree health benefits.[29]

Early Retirement

Many colleges and universities have established incentive retirement plans to counter increased costs and the "uncapping" of mandatory retirement. In 1988, approximately 28 percent of institutions had offered an early retirement plan within the previous three years, according to the NSOPF-88 faculty survey. Public four-year (41 percent) and two-year (31 percent) institutions were more likely to offer the plans than were independent four-year (28 percent) colleges and universities.[30] Half of the 25 percent of institutions that were cutting back on faculty, a recent report notes, offered early retirement options. Comprehensive (62 percent) and doctoral (78 percent) institutions were more likely to make early retirement offers than were baccalaureate (37 percent) and two-year (35 percent) colleges.[31]

Early retirement plans may be categorized as "buyouts" or "phaseouts." Buyouts generally require the faculty member to complete full-time employment and enter into full retirement at a specified future date. In return, the faculty member receives a financial quid pro quo. The incentives reported in one survey were divided approximately equally among bonus payments, bridge payments, and pension adjustments.[32]

Phaseouts, or phased retirement, refers to a planned workload reduction over a period of years often three to five years. Full retirement takes place at the end of the period. Salary is commensurate with the workload and benefits continue as though the faculty member is fully employed. Phased retirement permits gradual disengagement from work with retained access to colleagues, students, and institutional resources and facilities. Under partial retirement (or partial employment) plans, the faculty member retires from the institution and has the opportunity to be rehired to teach part-time. The faculty member gives up the benefits that were available prior to retirement.[33]

Family Medical Leave Act of 1993

The Family Medical Leave Act (FMLA) of 1993 was signed into law on February 5, 1993 and took effect on August 5, 1993. For employees who bargained collectively, FMLA took effect at the termination of the current agreement or on February 5, 1994, whichever was earlier. FMLA provides for up to 12 weeks unpaid leave per year for qualified employees

> . . . for the birth or adoption of a child, to care for a spouse or an immediate family member with a serious health condition, or when unable to work because of a serious health problem. Employers covered by the law are required to maintain any pre-existing health coverage during the leave period and once the leave is concluded, to reinstate the employee to the same or an equivalent job.

The restoration of the employee to the former position or its equivalence applies to pay, benefits, and other conditions of employment including status, responsibility, and authority.[34]

FMLA applies to all public employers and to private employers with 50 or more employees who work at least 20 weeks per year. Qualified employees must have been employed for at least 12 months and 1,250 hours prior to requesting the leave. The act, therefore, applies to full-time and part-time employees who meet these requirements. FMLA is deceptively complex and will affect nearly every aspect of employment. An employer subject to FMLA must examine, and perhaps alter, not only its leave policies but quite possibly its benefit plans, compensation practices, and promotion policies.[35]

FMLA also imposes a number of limitations on leave. Employers may require medical certification of serious health conditions. Employees may be requested to give 30 days notice, when possible, prior to taking leave. Employers must consent to intermittent leave or leave that reduces the employee's usual work hours. Under certain conditions the employee may desire to, or be required to, substitute accrued paid leave for the unpaid leave. Finally, spouses working for the same employer may only be eligible for an aggregate 12 weeks of leave per 12-month period.[36]

About 55 percent of surveyed institutions, notes the 1993 *Campus Trends* report, have family leave policies; 18 percent were established since 1990. An additional 12 percent are planning such policies.[37] These policies may overlap FMLA-imposed conditions. They may also improve the status of women on campus by addressing the effects of child-rearing on the tenure requirements of faculty. Some policies, for example, may permit stopping the tenure clock for a specified time.

CONCLUSION

College administrators offer a negative assessment of trends in faculty compensation. Only a small proportion of administrators, notes the *1993 Campus Trends* report, felt that faculty compensation was excellent or very good: 26 percent at independent institutions; 27 percent at public four-year institutions, and 32 percent at two-year colleges. Similar proportions of administrators rated faculty compensation as fair or poor: 31 percent at independent institutions; 36 percent at public four-year colleges, and about 27 percent at two-year public colleges.[38] Marginal salary increases help to explain this negative evaluation. So do rising benefit costs, since funds devoted to benefits cannot be applied to salary increases. Financial constraints may lead to reduced benefits or to increases in the faculty member's share of the benefit's cost.

Benefits are an expensive portion of the compensation of college faculty members. Continuing to drive the costs of benefits are pension, Social Security, and medical insurance contributions, the three key components of most benefit packages. Medical insurance costs are a continuing area of concern as institutions provide employees with an increased array of health coverage options while shifting costs to the faculty and staff through higher contributions, copayments, and higher deductibles.

Currently unknown and decidedly a concern for the future is the potential impact of an enacted national health-care plan on the scope and cost of institutional medical plans. Also unknown is the long term impact of the Family and Medical Leave Act of 1993. Many colleges are adjusting their benefit plans to accommodate family and medical leave options where no leave plan or a very restricted plan heretofore existed.

Growing costs for many benefits, combined with stagnant or diminishing financial resources for colleges and universities, result in inadequate institutional funding for necessary and desirable support services. Faculty and staff members, recipients of marginal salary increases at best, often become demoralized by requirements to pay an increased share of medical coverage through increased deductibles and larger contributions. Retired faculty members, who must pay for medical coverage out of their own pockets, face the same problem, even when they remain members of an institution's group health plan. Since it may take several years to implement a national health-care plan, if one is enacted, faculty members and institutions must expect these trends to continue, at least in the short run.

NOTES

[1] Hamermesh, 1994, 9.

[2] Faculty members who are employed less than full-time, and who are not designated as acting, adjunct, affiliate, or visiting. NCES 1990b, xvii and xix.

[3] NCES, 1990a, 6.

[4] NCES, 1990a, 41.

[5] NCES, 1990a, 43.

[6] NCES, 1990a, 45.

[7] Gappa and Leslie, 1993, 162.

[8] Gappa and Leslie, 1993, 162.

[9] NACUBO 1994, 7.

[10] Hamermesh, 1994, 9.

[11] Williams, Thatcher and Rand, March 1993, 2.

[12] Foster Higgins, 1992a, 7.

[13] Uchic, February 1994, 1, 2, 7.

[14] Public Law 98-21.

[15] Hammond and Morgan, 1991, 3.

[16] TIAA-CREF, 1991, 3.

[17] Chronister, 1987, 38.

[18] Daniels and Daniels, 1992.

[19] TIAA-CREF, March 1993, 1.

[20] TIAA-CREF, March 1993, 2.

[21] TIAA-CREF, March 1993, 2.

[22] TIAA-CREF, March 1993, 2.

[23] TIAA-CREF, March 1993, 6.

[24] Daniels and Daniels, 1992, 6.

[25] TIAA-CREF, March 1993, 4.

[26] Daniels and Daniels, 1992, 6.

[27] TIAA-CREF, March 1993, 4.

[28] Foster Higgins, 1992a.

[29] Foster Higgins, 1992, 4.

[30] NCES, August 1991, 20.

[31] El-Khawas, 1993, 33.

[32] Daniels and Daniels, 1992, 3.

[33] Chronister and Kepple, 1987, 14-15.

[34] *Federal Register*, June 4, 1993, 31794; Ford, 1993, iii.

[35] Dustin and Robins, 1993, 1.

[36] Ford, 1993.

[37] El-Khawas, 1993, 33.

[38] El-Khawas, 1993, 29.

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ADMINISTRATIVE STAFF: SALARIES AND ISSUES

by David C. Montgomery and Gwendolyn L. Lewis

David Montgomery ***is a consultant in higher education. He has taught and held positions in institutional analysis and planning at Oberlin College, the Florida university system, Memphis State University, and the University of Maryland System, where he was also Vice President for Academic Affairs at University College. Montgomery's B.S. is from M.I.T., and his Ph.D. is from the University of Illinois.***

Gwendolyn Lewis ***specializes in science education policy as senior education specialist with the U.S. Department of Agriculture. She has worked for the National Science Foundation, College Board, National Research Council, Associated Colleges of the Midwest, Cornell, and the University of Pittsburgh. She has a B.A. in mathematics from Reed College and an M.S. and Ph.D. in sociology from San Jose State and Princeton.***

This chapter describes national trends in the demographics, qualifications, and compensation of higher education administrators. Our study addresses the following questions:

- What are the significant descriptors of the nonfaculty workforce of higher education?
- How are women faring in administrative jobs?
- Which administrative categories are growing?
- Do higher education administrators earn as much as their counterparts in other types of organizations?
- What are the recent trends for administrative salaries?

CATEGORIES OF EMPLOYMENT

The seven job categories used by the Equal Employment Opportunity Commission (EEOC) are the basis for many reports. They are used in two major data sources: the annual reports filed by colleges and universities with the National Center for Education Statistics of the U.S. Department of Education and the biannual reports required of higher education institutions by the EEOC until 1991. Abbreviated definitions of the seven EEO categories follow.

Professional Positions

Administrative, executive, and managerial: Persons whose assignments require primary and major responsibility for management of the institution or a customarily recognized subdivision. This chapter abbreviates the category as "executive."

Faculty: Persons conducting instruction, research, or public service as a principal activity and who hold academic-rank titles.

Support professional: Persons employed primarily to perform academic and institutional support and student service activities, whose assignments require college graduation or comparable experience.

All executive and support professional positions are commonly referred to as administrators. But most administrators by this definition are not managers; that is, they do not supervise other positions or, if they do, the supervision is incidental to the tasks that categorize them as administrators.

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Nonprofessional Positions

Technical and paraprofessional: Persons whose assignments require specialized knowledge or skills acquired through experience or academic work, often acquired in two-year institutions or through equivalent on-the-job training.

Clerical and secretarial: Persons whose assignments are clerical or secretarial.

Skilled crafts: Persons whose assignments typically require special manual skills and a thorough, comprehensive knowledge of the processes involved in the work.

Service/maintenance: Persons whose assignments require limited skills and knowledge, and workers whose duties contribute to the welfare of personnel and students or to the upkeep and care of the institutional property.

DEMOGRAPHICS

Type of Employment

The 1.8 million full-time employees responsible for conducting the business of colleges and universities in 1991-1992 include three major classifications: faculty (29.1 percent), administrators (27.8 percent), and nonprofessional staff (43.1 percent). The administrative positions include executive positions (7.7 percent) and "support professionals" (20.1 percent).[1] Faculty members are a minority of the full-time employees, but 87 percent of the nearly 531,000 part-time employees are instructional faculty or research staff.[2]

Gender, Race, and Ethnicity: Comparison with Other Sectors

Table 1 compares the gender and racial mix of employees in higher education, private industry, and state and local government. Higher education institutions employ a far higher percentage of women in nonfaculty professional positions than the other sectors employ in comparable professional positions. In the professional category, women are "over-represented" in higher education compared to their proportion of the population. Black employees occupy a smaller proportion of executive, professional, and clerical positions in higher education than in state and local government, but a greater proportion of these positions than in private industry.

Calculating the ratio of professionals to executives permits us to differentiate the three sectors by their hierarchical structures. Government has 4.04 professionals for each administrative official; education has 2.62, while private industry has 1.24. These disparities suggest that the responsibilities of employees within each category may differ by sector.

THE CHANGING ACADEMIC WORKFORCE

A year ago, we analyzed the changing composition of the higher education occupational structure.[3] The number of full-time-equivalent (FTE) support professionals in all institutions grew by 91 percent between 1977 and 1989, while total FTE personnel increased by only 28 percent. This growth in support professional positions occurred in all types of institutions, but was most dramatic in the two-year sector—a 158 percent increase over the 12 years. The discrepant growth continued at least through fall 1991, the time of the last survey of the national higher education work force for which reports are available.[4] Between 1987 and 1991, Table 2 shows, the number of full-time support professionals increased by 22 percent. In contrast, the total number of employees increased by less than 6 percent, and the number of full-time faculty did not increase.

We examined changes since 1991 by collecting information from six public university systems.[5] Table 3 contrasts the numbers of full-time employees, arrayed by EEO category, in these systems in 1991-1992 and in 1993-1994. In each state and in the total, the two-year increase in the number of support professionals exceeded the overall growth in employment by at least six percentage points, an appreciable difference.[6] Employment in the professional categories continued to increase substantially through 1993-1994; numbers in the nonprofessional categories increased very little.

Florida, Georgia, and Maryland reported increases in the number of full-time faculty, an apparent change in the pre-1991 national no-growth trend. Some universities during the past two years may have increased hiring to compensate for the prior lack of growth, but the phenomenon was not uniform.

The pre-1991 employment picture also featured relatively rapid growth in the employment of women. The data in the California,

TABLE 1

EMPLOYMENT IN THREE JOB CATEGORIES BY RACE AND GENDER FOR THREE EMPLOYMENT SECTORS IN 1991 (NUMBERS IN THOUSANDS)

	Private Industry[a]				State and Local Government[b]				Higher Education[b]			
	Male	Female	Both	%	Male	Female	Both	%	Male	Female	Both	%
	Officials/Administrators				Officials/Administrators				Executive/Administrator			
White	2,639	1,009	3,649	89.7	186	76	262	85.9	73	46	119	86.8
Black	118	88	207	5.1	16	12	28	9.1	6	6	12	8.7
Hispanic	80	37	118	2.9	7	3	10	3.2	2	1	3	2.5
Asian	56	24	80	2.0	3	1	4	1.3	1	1	2	1.6
Indian	9	4	13	0.3	1	0	1	0.4	0	0	1	0.4
Total	2,903	1,163	4,066	100.0	212	93	305	100.0	82	55	137	100.0
%	71.4	28.6	100.0		69.6	30.4	100.0		59.9	40.1	100.0	
	Professionals				Professionals				Professional—Nonfaculty			
White	2,273	2,101	4,374	86.5	498	459	957	78.0	123	174	297	82.6
Black	97	174	271	5.4	58	107	164	13.4	10	21	31	8.6
Hispanic	67	62	129	2.6	26	26	53	4.3	5	6	11	3.0
Asian	142	125	268	5.3	24	23	47	3.8	9	10	19	5.4
Indian	7	7	14	2.6	3	3	6	0.5	1	1	2	0.4
Total	2,586	2,470	5,056	100.0	609	619	1,227	100.0	147	212	359	100.0
%	51.2	48.8	100.0		49.6	50.4	100.0		40.9	59.1	100.0	
	Office and Clerical Workers				Administrative Support*				Secretarial/Clerical			
White	665	3,697	4,363	76.7	80	603	683	69.9	21	255	275	75.4
Black	138	658	796	14.0	24	166	190	19.5	6	53	59	16.2
Hispanic	77	269	346	6.1	11	64	75	7.7	3	17	20	5.5
Asian	43	115	158	2.8	5	17	22	2.2	2	7	9	2.4
Indian	6	18	24	0.4	1	5	6	0.6	0	2	2	0.6
Total	929	4,757	5,686	100.0	121	856	976	100.0	31	334	365	100.0
%	16.3	83.7	100.0		12.4	87.6	100.0		8.6	91.4	100.0	

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[a] *All employees, 1991.*

[b] *Full-time employees.*

* *Includes clerical.*

SOURCES: EEOC, Job Patterns for Minorities and Women in Private Industry 1991 *(Washington: EEOC, 1992), 1.*
EEOC, Summary Report for 1991 EEO-4 Survey (State and Local Government) *(photocopy).*
EEO-6 Higher Education Staff Information, 1991, *Table 1.*

Maryland, Florida, South Carolina, and Texas samples allowed us to follow this trend into 1993. Significant increases in the number of women in all professional categories continued, Table 4 shows, while the number of men generally decreased. Employment of women accounted for all growth in the executive category. Employment of men and women support professionals increased at the same rate between 1987 and 1991, but a sizable growth differential favoring women emerged over the last two years in this sample.

The employees in this sample comprise more than one-tenth of all full-time employees of the

TABLE 2

HIGHER EDUCATION FULL-TIME EMPLOYEES BY JOB CATEGORY, YEAR (1987 AND 1991), AND GENDER (NUMBERS IN THOUSANDS)

	Employees								
	1987			1991			Percent Increase		
Job Category	Men	Women	Both	Men	Women	Both	Men	Women	Both
Total	840	849	1,689	859	928	1,786	2.2	9.3	5.8
Professional	576	371	948	584	433	1,017	1.4	16.5	7.3
Executive	81	48	129	82	55	137	1.8	13.8	6.3
Faculty	374	150	523	355	165	521	-4.9	10.4	-0.5
Supp./Prof.	122	173	296	147	212	359	20.4	22.4	21.6
Nonprofessional	264	477	741	275	495	770	4.1	3.7	3.8
Technical	57	79	136	63	83	146	10.3	5.6	7.5
Clerical	29	321	350	31	334	365	9.4	3.8	4.3
Skilled crafts	55	3	58	59	3	62	5.9	34.3	7.2
Service	123	74	197	122	75	196	-1.3	0.5	-0.6

NOTE: Percentage increases were calculated before rounding to nearest 1,000 employees. Data reflect fall of year.

SOURCES: U.S. Department of Education, Fall Staff in Postsecondary Institutions, 1987.
U.S. Equal Employment Opportunity Commission, EEO-6 Higher Education Staff Information, 1991.

TABLE 3

FULL-TIME EMPLOYEES AT 84 PUBLIC UNIVERSITIES IN SIX STATES* BY JOB CATEGORY AND YEAR (1991, 1993)

	Employees		Percent Increase
	1991	1993	
Total	149,217	152,910	2.5
Professional	83,322	86,952	4.4
Executive	10,385	10,589	2.0
Faculty	44,564	44,713	0.3
Supp./Prof.	28,373	31,650	11.5
Nonprofessional	65,895	65,958	0.1
Technical	15,944	16,715	4.8
Clerical	29,623	28,964	-2.2
Skilled	6,163	6,183	0.3
Service	14,165	14,096	-0.5

** The states are California, Florida, Georgia, Maryland, South Carolina, and Texas.*

nation's senior public institutions. We may therefore infer that the national trends observed through 1991 are continuing, at least for the public sector. The influx of women contributed to differential rates of growth by EEO category—higher rates in professional, rather than nonprofessional, categories and higher rates among support professionals within the professional group.

SALARIES

Annual Salaries of Administrators

The College and University Personnel Association (CUPA) annually reports the most comprehensive, up-to-date data on the salaries of staff in about 171 administrative titles by institutional category.[7] CUPA's extensive questionnaire may contribute to the relatively low but stable 43 percent return rate, but the data it elicits answer many questions concerning administrative salary levels.[8]

The average salary for all positions grew by 3.2 percent between 1992-1993 and 1993-1994. This increase followed annual increases of 3.0 percent and 3.3 percent in 1991-1992 and 1992-

TABLE 4

FULL-TIME EMPLOYEES AT 65 PUBLIC UNIVERSITIES IN FIVE STATES*
BY JOB CATEGORY, YEAR (1991, 1993), AND GENDER

	Employees					
	1991		1993		Percent Increase	
Job Category	Men	Women	Men	Women	Men	Women
Total	61,543	62,325	61,002	64,289	-0.9	3.2
Professional	42,139	28,086	41,573	30,635	-1.3	9.1
Executive	5,156	2,829	4,962	3,048	-3.8	7.7
Faculty	27,235	11,024	26,235	11,455	-3.7	3.9
Supp./Prof.	9,748	14,233	10,376	16,132	6.4	13.3
Nonprofessional	19,404	34,239	19,429	33,654	0.1	-1.7
Technical	5,813	6,879	5,750	7,534	-1.1	9.5
Clerical	2,274	22,579	2,460	21,469	8.2	-4.9
Skilled	4,778	174	4,774	180	-0.1	3.4
Service	6,539	4,607	6,445	4,471	-1.4	-3.0

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* *The states are California, Florida, Maryland, South Carolina, and Texas.*

1993, respectively. Increases for administrative positions in external affairs led the way at 3.9 percent. Salary increases were greater at public than at private institutions—3.9 percent versus 2.3 percent.[9]

Rank order of the median salaries was relatively consistent at public and private institutions. The 1993-1994 all-institution median salary for the chief executive officer (CEO, normally the president) was $102,300. Salaries of the chief officers—normally vice presidents—of the traditional divisions were: $79,796 for academic affairs, $75,620 for business, $69,543 for development, and $65,446 for student affairs. This salary rank ordering held (for the second year in a row) at all private institutions (with and without religious affiliation), and at doctoral, comprehensive, and general baccalaureate institutions. One exception occurred at all public and at all two-year institutions—the salary of the chief student affairs officer exceeded the salary of the chief development officer.[10] Market forces influenced the salaries of deans. The median salary for deans of most professional schools exceeded the salaries of the "chief" officers. In 1993-1994, deans of medicine had the highest median salary—$186,500.[11]

Tables 5, 6, and 7 compare median salaries for three groups of selected administrative positions for 1981-1982, 1991-1992, 1992-1993, and 1993-1994 at public, private-independent, or private-religious institutions, respectively.[12] The first group includes the senior officers of an institution—the chief executive officer and the four chief officers of the academic, business, external, and student divisions. The second group includes eight deans for whom the data were available over the given years and for whom—save for the dean of arts and sciences—faculty disciplines correspond. The third group—support professionals—includes representation across the four functional divisions and permits a consistent comparison of salaries by positions over the years. By averaging across the positions in each of the three groups, we create an index that summarizes salaries for senior officers, deans, and support professionals. The average salaries of the deans and support professionals are derived from a sample, so their absolute values do not typify all positions in the category. But *changes* in these averages are meaningful.

This array of positions and groups reveals similarities across institutional types. The rank order of the salaries was relatively independ-

TABLE 5

MEDIAN SALARIES FOR SELECTED ADMINISTRATIVE POSITIONS—PUBLIC INSTITUTIONS, 1981-1982 THROUGH 1993-1994 (DOLLARS IN THOUSANDS)

	Salaries (in $1,000s)				Percent Increase		
	1981-82	1991-92	1992-93	1993-94	1982-92	1992-93	1993-94
Senior							
CEO, Institution	52.0	93.5	96.0	99.6	79.8	2.7	3.7
Chief Academic	43.0	76.2	78.3	83.2	77.2	2.8	6.3
Chief Business	40.5	71.6	73.4	77.1	76.8	2.5	5.0
Chief Development	36.5	65.0	67.0	69.4	78.1	3.1	3.6
Chief Student Affairs	37.8	66.2	67.3	70.0	75.1	1.7	4.0
Average 5 Senior	42.0	74.5	76.4	79.9	77.6	2.6	4.5
Deans							
Arts and Sciences	42.2	72.4	72.8	76.5	71.6	0.6	5.1
Business	39.2	71.6	72.9	76.4	82.7	1.8	4.8
Education	44.0	74.4	75.3	79.1	69.1	1.2	5.0
Engineering	48.1	90.2	96.6	99.5	87.5	7.1	3.0
Fine Arts	40.7	70.8	72.7	77.0	74.0	2.7	5.9
Nursing	37.5	68.9	70.6	71.8	83.7	2.5	1.7
Sciences	37.3	65.7	67.4	70.4	76.1	2.6	4.5
Social Work	46.6	87.4	89.9	86.7	87.6	2.9	-3.6
Average 8 Deans	41.9	75.6	77.9	80.1	80.3	3.1	2.8
Support							
Dir., Educ. Media Srv.	27.2	43.3	44.0	45.7	59.2	1.6	3.9
Dir., Personnel*	32.2	54.6	55.8	57.2	69.6	2.2	2.5
Dir., Physical Plant*	30.0	53.1	53.5	56.9	77.0	0.8	6.4
Bursar	23.9	40.1	41.3	43.2	67.8	3.0	4.6
Dir., Publications	25.6	39.3	40.5	42.0	53.5	3.1	3.7
Dir., Admissions*	31.1	47.8	48.7	49.9	53.7	1.9	2.5
Registrar	28.7	46.5	48.3	49.2	62.0	3.9	1.9
Dir., Foreign Students	24.8	38.2	38.5	38.9	54.0	0.8	1.0
Dir., Alumni Affairs	24.5	41.4	42.3	43.3	69.0	2.2	2.4
Average 9 Support	27.6	44.9	45.9	47.4	63.0	2.1	3.2

* *Title was Director in 1981-1982; Chief officer, afterwards.*

NOTE: Data for 1991-1992 and following years include only those institutions reporting their total budget.

SOURCES: College and University Personnel Association, Administrative Compensation Surveys *of respective years.*

ent of type of control—public or private. The salary of the engineering dean, consistently the highest paid of this group, uniformly exceeded the salary of all senior officers except for the CEO. The chief officers for personnel and plant led the other support professionals in salary.[13] During the last year, the pattern within religious institutions changed to resemble more closely the pattern displayed by the independent colleges.

Increases over Time

Salary increases for the five senior positions typically exceeded the increases for support positions for each institutional type; that is, the rich got richer. During the decade ending in 1991-1992, increases for the average of the senior positions uniformly exceeded the average for support professionals: public, 78 percent versus 63 percent; private-independent, 90 percent versus 71 percent; and private-

TABLE 6

MEDIAN SALARIES FOR SELECTED ADMINISTRATIVE POSITIONS—INDEPENDENT INSTITUTIONS, 1981-1982 THROUGH 1993-1994 (DOLLARS IN THOUSANDS)

	Salaries (in $1,000s)				Percent Increase		
	1981-82	1991-92	1992-93	1993-94	1982-92	1993-93	1993-94
Senior							
CEO, Institution	57.5	113.6	120.0	129.8	97.6	5.6	8.2
Chief Academic	42.5	77.9	82.5	88.3	83.3	5.9	7.0
Chief Business	40.0	76.1	81.9	86.0	90.2	7.6	5.0
Chief Development	37.1	71.6	75.0	80.6	93.0	4.7	7.5
Chief Student Affairs	33.4	59.8	63.5	67.2	79.0	6.2	5.8
Average 5 Senior	42.1	79.8	84.6	90.4	89.5	6.0	6.9
Deans							
Arts and Sciences	45.0	73.7	80.9	83.2	63.8	9.8	2.8
Business	47.5	80.6	85.5	90.0	69.7	6.1	5.3
Education	40.7	54.4	62.4	62.4	33.7	14.7	0.0
Engineering	52.0	93.0	102.0	109.3	78.8	9.7	7.2
Fine Arts	40.0	59.3	62.6	67.7	48.2	5.6	8.1
Nursing	35.0	65.0	64.7	59.4	85.7	-0.5	-8.2
Sciences	29.2	56.9	58.0	60.8	94.9	1.9	4.8
Social Work	50.7	78.5	93.2	99.5	54.8	18.7	6.8
Average 8 Deans	42.5	70.2	76.2	79.0	65.1	8.5	3.8
Support							
Educ. Media Srv.	21.0	32.6	33.6	34.4	55.2	3.1	2.4
Personnel*	26.4	48.0	49.5	52.1	81.8	3.1	5.3
Physical Plant*	27.8	49.4	53.2	56.0	77.7	7.7	5.3
Bursar	20.0	34.9	36.0	36.4	74.5	3.2	1.1
Publications	21.0	37.1	38.0	39.8	76.7	2.4	4.7
Admissions*	27.5	50.5	51.5	54.9	83.6	2.0	6.6
Registrar	23.6	38.6	40.0	42.1	63.6	3.6	5.3
Foreign Students	21.4	32.6	32.9	32.6	52.3	0.9	-0.9
Alumni Affairs	21.7	36.1	39.3	40.9	66.4	8.9	4.1
Average 9 Support	23.4	40.0	41.6	43.2	71.0	3.9	4.1

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* *Title was Director in 1981-1982; Chief officer, afterwards.*

NOTE: Data for 1991-1992 and following years include only those institutions reporting their total budget.

SOURCES: College and University Personnel Association, Administrative Compensation Surveys *of respective years.*

religious, 86 percent versus 61 percent. Senior administrators continued to fare dramatically better than support professionals between 1991-1992 and 1993-1994: public, 7.2 percent versus 5.4 percent; private-independent, 13.3 percent versus 8.2 percent; private-religious, 9.7 percent versus 8.3 percent.

Salary increases for deans were irregular between 1981-1982 and 1993-1994. At public institutions, increases generally followed the pattern set by the senior positions. Deans' salaries lagged behind both senior positions and directors at the private-independents for the first ten years, but a 12.6 percent surge between 1991-1992 and 1993-1994 almost equalled the 13.3 percent increase for senior positions. Deans in private-religious institutions had the lowest increase during the last two years, just 5.9 percent.

Comparisons Across Institutional Types

Differences in salary patterns across institu-

TABLE 7

MEDIAN SALARIES FOR SELECTED ADMINISTRATIVE POSITIONS—PRIVATE, RELIGIOUS INSTITUTIONS, 1981-1982 THROUGH 1992-1993 (DOLLARS IN THOUSANDS)

	Salaries (in $1,000s)				Percent Increase		
	1981-82	1991-92	1992-93	1993-94	1982-92	1992-93	1993-94
Senior							
CEO, Institutions	45.0	88.3	93.0	96.5	96.2%	5.3	3.8
Chief Academic	33.0	60.0	62.0	66.5	81.8	3.3	7.3
Chief Business	31.4	58.2	60.0	63.0	85.4	3.1	5.0
Chief Development	31.2	55.3	60.0	61.5	77.2	8.5	2.5
Chief Student Affairs	26.1	48.1	50.0	52.5	84.3	4.0	5.0
Average 5 Senior	33.3	62.0	65.0	68.0	85.9	4.9	4.6
Deans							
Arts and Sciences	36.6	66.4	68.3	67.4	81.4	2.9	-1.3
Business	36.2	63.2	70.5	65.8	74.6	11.6	-6.7
Education	30.6	45.0	45.8	48.2	47.1	1.8	5.2
Engineering	42.4	69.0	73.6	78.8	62.7	6.7	7.1
Fine Arts	29.2	36.2	41.4	42.2	24.0	14.4	1.9
Nursing	33.0	49.4	55.4	55.6	49.7	12.1	0.4
Sciences	28.1	40.3	43.2	46.3	43.4	7.2	7.2
Social Work	25.4	60.9	43.0	51.4	139.8	-29.4	19.5
Average 8 Deans	32.7	53.8	55.2	57.0	64.6	2.5	3.3
Support							
Educ. Media Srv.	17.7	27.8	28.6	30.4	57.1	2.9	6.3
Personnel*	22.5	38.0	42.0	41.1	68.9	10.5	-2.1
Physical Plant*	21.8	39.9	42.3	44.3	83.0	6.0	4.7
Bursar	19.9	28.6	28.6	29.5	43.7	0.0	3.1
Publications	18.8	29.7	30.2	32.0	58.0	1.7	6.0
Admissions*	23.5	37.6	39.2	41.0	60.0	4.3	4.6
Registrar	19.8	33.2	34.2	35.3	67.7	3.0	3.2
Foreign Students	20.0	28.0	30.0	30.9	40.0	7.1	3.0
Alumni Affairs	18.0	30.5	31.2	33.0	69.4	2.3	5.8
Average 9 Support	20.2	32.6	34.0	35.3	61.2	4.4	3.7

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* *Title was Director in 1981-1982; Chief officer, afterwards.*

NOTE: Data for 1991-1992 and following years include only those institutions reporting total budget.

SOURCES: College and University Personnel Association, Administrative Compensation Surveys *of respective years.*

tional types may reflect both what is valued and what is possible. Salaries at religious colleges are uniformly the lowest of the three types, but differences between the public and private-independent sectors depend on the positions examined. Median salaries for deans, for example, are greater at public-institutions than at private-independent institutions. But, great variation exists within each institutional type. Public institutions show higher salary levels for all support professionals, except the admissions officer. The median salary of each senior position at private-independent institutions exceeds the salary for the corresponding public position, except for the chief of student affairs. The CEO slot shows a notable disparity—the 1993-1994 median salary is 30 percent higher at private-independent colleges than at public institutions.

Salary increases were uniformly higher in the private-independent sector than in the public sector over each time interval—except for the deans before 1991-1992. Government budget constraints strongly affected public-sector salaries over the last two years. Salary differences between these two sectors are particularly great for the senior positions. A 12-year median salary increase of 115 percent for the private-independent sector contrasts sharply with a 90 percent increase for the public sector. Although they started at the same level in 1981-1982, private-independent senior officers finished the period at an average median of $90,400—$10,500 higher than public senior officers. The CEOs of private-independent institutions did not share in the recent slow-down. During the past year their median salary increased 8.2 percent while public sector CEOs received an average 3.7 percent increase.

SALARY COMPARISONS

Gender

Women, according to a 1987-1988 CUPA salary tabulation, generally received lower median salaries than men for the same administrative position.[14] The 1993-1994 data continued to show higher—sometimes much higher—salaries for men.[15] Differentials by gender for CEOs and chief academic officers are less than for other positions, when data for public and private institutions are combined. At comprehensive institutions, for example, male CEOs had a median salary 6 percent higher than females, and only 0.8 percent separated the salaries of the chief academic officers. In contrast, the median salaries for male assistants to CEOs exceeded the salaries for women assistants by 56 percent and 49 percent at baccalaureate institutions and at two-year institutions, respectively. Median salaries for male chief business officers exceeded the median salaries paid to women by 40 percent at comprehensive universities, and by 26 and 24 percent, respectively, at baccalaureate and two-year institutions. Median salaries of male directors of alumni affairs were 37 percent higher at doctoral institutions, and over 20 percent higher at comprehensive universities. Male registrars received higher median salaries than women in every type of institution: a 6 percent differential at doctoral, 20 percent at comprehensive, 22 percent at baccalaureate, and 35 percent at two-year institutions. Male directors of foreign students received about 30 percent more salary at comprehensive and two-year institutions and 13 percent more at doctoral and baccalaureate institutions. Median salaries of women exceeded the salaries paid to men in a few positions: doctoral—chief financial officer and dean of students; comprehensive—assistant to the CEO and dean of fine arts; baccalaureate—dean of students; and two-year dean of education. But the salary differences never exceeded 10 percent.

Business and Federal Government

In 1977, Howard Bowen compared compensation for equivalent administrative positions in higher education, private business, and government.[16] With salaries controlled for institution size, business executives uniformly earned more than their academic counterparts, in many cases by a factor of two or more. For example, the CEO of a medium-size university received $40,800 on average; in contrast, the comparable business CEO earned $104,900. Mean salaries in the top General Schedule (GS) grades—of the federal civil service—GS-16, 17, and 18—generally exceeded the averages for top academic administrators, but the GS-15 salary, often equated to vice presidential level, was slightly lower.

An update of Bowen's work found that academic salaries had declined in constant (inflation-adjusted) dollars between 1976-1977 and 1981-1982.[17] The mean salary for the vice president for business at public doctorate-granting institutions, for example, changed from $39,400 to $54,700, a 13 percent *decrease* in constant dollars. High-level federal government employees absorbed similar decreases in real salary during this period. The GS-15 mean salary was $38,200 in 1977 and $52,900 in 1982, also a 13 percent decline in constant dollars. Business executives, by contrast, showed real increases in salary during this period; the gap with academe thereby broadened. The Bowen replication study estimated 1982 median salaries for the *fifth* highest executive in the manufacturing and the retail sectors at $125,900 and $85,300, respectively, clearly exceeding the salaries of the academic and government positions with comparable responsibility.[18]

Salaries in the federal government can be updated with some qualifications. The Senior Executive Service (SES) has for practical purposes replaced the federal GS categories of 16 and above. As of March 31, 1993, the 7,920 SES employees received a mean salary of $106,179, while the 1992-1993 median salary of college and university presidents was $96,000 in public institutions and $120,000 in private-independent institutions.[19]

To compare relative changes, we examined salaries of GS-15 grade federal workers and senior academic administrators. The $52,900 mean salary for GS-15's in 1982 increased to $80,493 in 1993, a 52 percent current dollar increase that did not quite keep up with a 53 percent inflation rate (CPI-U).[20] Higher education institutions, on average, fared better. Our index of the median salaries of the five senior administrative positions at public institutions shows an 82 percent increase in current dollars and a 19 percent increase in constant dollars between 1981-1982 and 1992-1993—from $42,000 to $76,400. Despite increases that exceeded the government rate, salaries for administrators at public institutions remain below federal government levels—assuming that vice presidents are comparable to GS-15 employees. Private-independent institutions did better—a 31 percent increase in constant dollars, to $84,600 in 1992-1993.

Benefits, the remainder of compensation, reduce the attractiveness of the federal government's package relative to academe for government workers entering service after 1984. Health and other insurance support is comparable, but the government's retirement system is not as advantageous as TIAA/CREF or other systems generally available to academic administrators. Government vacation is based strictly on seniority and becomes comparable to university benefit levels only after 15 years.

A fall, 1993 national survey permits us to compare current salaries for academic and similar nonacademic positions.[21] The 4.5 percent 1993 salary increase and the 4.4 percent projected 1994 increase for nonacademic positions appeared small to the survey reporters. But the 1993 salary increase for higher education administrators equaled only 3.2 percent.[22] Table 8 presents salaries for the seven (of 20) surveyed fields that appear to correspond to some academic positions. Higher education employees had lower salaries, on average. Thus, movement into other sectors could improve them.

State and Local Government

Table 9 compares median salaries earned by state and local government workers and by higher education employees in 1991, the most-recent year for which we have data.[23] The data cover salaries in three EEO categories with consistent definitions: senior administrators, "professionals," and secretarial/clerical employees, equivalent to the government's administrative support category.

Professionals and clerical workers in the two sectors received comparable salaries. The $32,934 median salary for government professionals exceeded the higher education median by 3.5 percent. The $19,764 median salary for workers in government administrative support positions exceeded the median salary received by higher education secretarial/clerical employees by 3.7 percent. But higher education executive salaries exceeded the salaries for government officials by 10.0 percent. The difference may reflect differences in the array of jobs included in each category, or real differences between salaries in the two sectors

Table 9 also compares the salary structure by gender and race/ethnic group. Salary shifts in the government sector have resulted in smaller salary differentials between men and women government officials than between education executives. Median salaries for male executives were: 107 percent of the total for both genders in higher education; 104 percent in government. But gender differences for professional and clerical employees were smaller in higher education than in government: for professionals, 106 percent in education and 109 percent in government; for clerical workers, 101 percent in education and 107 percent in government. Controlling for gender, the variation of salary with race was generally smaller in education than in government. Asian American government employees uniformly had the highest median salaries. Higher education generally followed this pattern, but with lower percentages of the total. Female, Asian government professionals, for example, earned 125 percent of the all-female total; the comparable figure in education was 111 percent.

STRESS AND JOB SATISFACTION

Stress and job satisfaction studies provide

TABLE 8

COMPARISON OF NATIONAL SALARIES WITH HIGHER EDUCATION SALARIES IN SELECTED OCCUPATIONS, 1993-1994 (SALARIES IN THOUSANDS)

National Survey	L25*	H75*	Comprehensive Universities	20**	80**
Accountant					
Senior	32.8	43.8	Staff Accountant-Hi	28.4	39.5
Manager	47.4	69.3	Director Accounting	35.8	51.5
Computer Systems Analyst					
Senior	46.8	62.9	Systems Analyst-Hi	32.2	48.6
Manager	49.0	84.3	Dir. Comp. Ctr. Ops.	42.4	63.9
Corporate Attorney					
Senior	61.7	88.0	Staff Attorney	32.9	53.5
Tech. Specialist	72.1	110.8	General Counsel	56.0	81.2
Financial Analyst					
Senior	40.4	52.5			
Manager	49.7	88.0	Chief Finan. Offr.	58.9	83.9
Human Resources Generalist					
Senior	35.1	47.3	Assoc. Dir. Pers./HR	32.2	49.3
Manager	48.7	74.6	Chf. Pers./HR Offr.	41.2	65.0
Nurse					
Nurse	31.7	44.8			
Supervisor	42.2	56.5	Dir. Stu. Hlth-Nurse	26.3	42.7
Public Relations Representative					
Senior	28.4	51.8			
Manager	45.3	84.0	Chf. Pub. Rel. Offr.	38.7	62.8

* *L25 and H75 are derived from five geographic regions of the United States. L25 is the lowest of the five regional salaries that are at the 25th percentile for that position. H75 is the highest of the five that are at the 75th percentile for that position. Source:* U.S. News and World Report *(November 1, 1993), 102-105.*

** *20 and 80 refer respectively to the 20th and 80th percentiles of the salaries for each position for all comprehensive institutions in the 1993-1994 national survey of higher education. Source: CUPA,* Administrative Compensation Survey, 1994.

another perspective on differences between administrative and faculty roles and the individuals who act in them. These studies assume that the psychology of stress and satisfaction is the same for faculty members and administrators.

Some personal characteristics that affect the individual's ability to withstand stress are equally likely to be found among faculty or administrators: high self esteem, involvement in important activities, tolerance for ambiguity, and a positive attitude about change.[24] But an administrative setting may be less conducive than a faculty role to cultivating another beneficial characteristic: the belief that the person controls his or her own life.[25]

A 1986 study found little difference between faculty and administrator response to job stress.[26] In both groups, a higher level of self-esteem was correlated with fewer health problems and with greater job and general satisfaction. The data revealed only one significant difference—an absence of psychophysiological symptoms—headaches, for example among administrators. The researchers did note a significant relationship for administrators between job stress and dissatisfaction with the supervisor, but no corresponding association for faculty members.

Almost all groups in another single-institution study of faculty members and administrators identified six sources of stress, four related

TABLE 9

GENDER AND RACIAL COMPARISON OF 1991 MEDIAN SALARIES (DOLLARS IN THOUSANDS) OF FULL-TIME EMPLOYEES FOR TWO NATIONAL EMPLOYMENT SECTORS AND THREE JOB CATEGORIES

	State and Local Government					Higher Education				
	Male Salary	% of Total	Female Salary	% of Total	Both Salary	Male Salary	% of Total	Female Salary	% of Total	Both Salary
Officials/Administrators						Executive/Administrator				
White	43.7	100.0	36.4	98.4	41.9	49.6	100.6	39.5	100.3	
Black	43.3	99.1	39.5	106.8	41.6	45.8	92.9	38.2	97.0	
Hispanic	43.7	100.0	37.0	100.0	41.8	46.8	94.9	38.9	98.7	
Asian	46.2	105.7	44.9	121.4	45.8	n/a	n/a	44.1	111.9	
Indian	41.8	95.7	34.7	93.8	39.2	46.7	94.7	36.8	93.4	
Total	43.7	100.0	37.0	100.0	42.0	49.3	100.0	39.4	100.0	46.2
Total as % of both	104.0		88.1		100.0	106.7		85.3		100.0
Professional						Professional—Nonfaculty				
White	36.2	100.8	30.7	99.7	33.1	34.3	101.5	30.7	100.0	
Black	31.5	87.7	29.8	96.8	30.4	30.3	89.6	29.7	96.7	
Hispanic	34.7	96.7	30.8	100.0	32.5	32.5	96.2	30.4	99.0	
Asian	41.7	116.2	38.4	124.7	39.8	30.2	89.3	34.0	110.7	
Indian	32.6	90.8	28.4	92.2	30.2	30.3	89.6	28.8	93.8	
Total	35.9	100.0	30.8	100.0	32.9	33.8	100.0	30.7	100.0	31.8
Total as % of both	109.1		93.6		100.0	106.3		96.5		100.0
Administrative Support (includes Clerical)						Secretarial/Clerical				
White	21.3	100.5	19.4	99.0	19.6	19.3	100.0	19.1	100.0	
Black	20.7	97.6	19.8	101.0	19.9	18.3	94.8	18.7	97.9	
Hispanic	20.8	98.1	20.0	102.0	20.1	19.8	102.6	19.6	102.6	
Asian	23.4	110.4	23.8	121.4	23.7	21.4	110.9	22.2	116.2	
Indian	18.6	87.7	18.3	93.4	18.7	18.6	96.4	19.3	101.0	
Total	21.2	100.0	19.6	100.0	19.8	19.3	100.0	19.1	100.0	19.1
Total as % of both	107.1		99.0		100.0	101.0		100.0		100.0

SOURCES: U.S. Equal Employment Opportunity Commission, EEOC, Summary Report for 1991 EEO-4 Survey (State and Local Government) *(photocopy).*

____________, *EEO-6* Higher Education Staff Information, 1991, *Table 1.*

to time pressure and two to lack of resources.[27] But the particular pattern of stress experienced depended on position, and nonacademic administrators reported the most diverse sources of stress. Two administrative groups experienced "role strain"—stress related to conflicting roles. Department chairs suffered from attempting to reconcile the demands of the largely incompatible faculty and administrator roles. Librarians also experienced stress from having to reconcile administrative and faculty-like pressures. Other academic administrators reported stress that stemmed from institutional service—"being engaged in service activities," "making presentations," and "having insufficient time for service activities."[28] Responsibility for others produced stress in some academic administrators. So did a lack of time to complete necessary or desired tasks.[29] Some recent studies offered "time management" strategies designed to reduce this stress.[30]

Some studies explicitly confirm the oft-assumed correlation between chronic or extreme stress and job dissatisfaction.[31] Mild stress can improve individual performance, but prolonged or intense stress is generally harmful. Symptoms of intense stress may include illness, inability to make decisions, irritability, and hostility.[32] The studies identify common patterns of response to stress that affect job characteristics. Repeatedly intensified stress, for example, can lead to resignation.[33] Research also shows a negative correlation between job satisfaction and turnover.[34] Some studies examine components of stress among the people who work in higher education: the relationship of stress resulting from role strain to job satisfaction, for example. Job satisfaction of 536 members of the American Association of University Administrators, according to a 1987 dissertation, depended on feedback on performance, variety of work, autonomy, participation in decisions, and lack of role conflict.[35]

Other studies examine the range of sources of job satisfaction. A 1992 study, for example, examined job satisfaction among presidents, chief academic officers, and arts and sciences deans at a stratified sample of colleges and universities.[36] Respondents indicated satisfaction on five dimensions: work, pay, supervision, promotion, and co-workers. These administrators generally scored close to satisfaction indices normed on employees with 17 or more years of education who worked in other kinds of organizations. Satisfaction with "work" was the exception. Chief academic officers and deans fell below the 25th percentile on the national norm. Neither the type of employing institution, measured by the Carnegie classification, nor demographic variables had a significant effect on the level of satisfaction, though, not surprisingly, the respondent's salary was related to satisfaction with "pay."

Major factors contributing to job satisfaction for women in higher education administration are effective channels of communication with colleagues and supervisors, freedom from chronic job stress, and coworker support.[37] Causes of stress, women report, include being ignored or excluded from collegial relationships, being expected to comfort others in their private troubles, being cast as a sex object, having difficulty receiving recognition for accomplishments or credibility for ideas, having lower expectations for their success, having less access to power, and not being addressed by their titles as often as males.[38] Collegial support is important for women because colleagues provide social contacts, a sense of belonging, humor, affiliation, praise, reassurance, affirmation, emotional support, intellectual stimulation, and objective feedback.[39]

SPECIFIC CASES

Many national studies of administrators focus on a single position. These studies corroborate the broader picture, while adding new perspectives.

Department Chairs

The department chair position is a common entry point into academic administration. A survey of 564 department chairs in research and doctorate-granting universities showed that the career paths of respondents varied significantly by discipline.[40] Chairs in "hard" disciplines held their positions longer than colleagues in "soft" disciplines, 7.0 years compared to 5.8 years. About 64.7 percent of all chairs returned to (or entered) faculty ranks after leaving the position; the percentage was higher for chairs in "soft" or "pure" disciplines. Another 14.4 percent entered the administration; chairs from "hard" or "applied" disciplines were more likely to take this path. So were chairs in "administratively oriented" hiring systems, who were more likely to have been hired from outside. The probability of hiring a female chair increased in such systems.[41]

Chief Academic Officers

Faculty senate leaders from 85 private and public Category I institutions recently ranked the importance of the responsibilities of chief academic officers (CAOs).[42] Leaders at public and private institutions expressed remarkably consistent rankings. "Short- and long-range academic planning" ranked highest by a wide margin in the combined ratings. Then followed, in descending order, "policy development," "coordination and direction of the activities of the academic deans," "management of the general academic budget," and "promotion of quality teaching in all programs."[43] The same faculty leaders gave low ratings to accomplishment in scholarship and teaching and to ability to secure external funding. The qualifications ranked important reflected evidence of successful leadership, ability to work with constituencies, and proficiency in written and oral communication.[44]

A survey of chief liberal arts academic officers—deans of colleges of liberal arts or humanities at large universities or CAOs in smaller colleges—complements this survey.[45] The 371 responding CAOs expended their time as follows: conference with other administrators, 13 percent; conference with faculty, 13 percent; formal committee meetings, 14 percent; personnel matters, 12 percent; budget, 9 percent; curriculum development, 8 percent; and policy development, 8 percent. These time expenditures complement the rankings of the faculty senate leaders. CAOs spent most of their time on leadership and constituency-related activities. The main satisfactions—the CAOs listed the three most satisfying activities—were "working with faculty, staff, and administrators" (64.2 percent), and program development (53.8 percent). Their greatest frustrations—the CAOs also listed the three most frustrating aspects of their work—were the budget (51.2 percent) and time constraints (55.3 percent). Most CAOs taught a course or two each year, but more than a third never taught.[46]

Student Affairs Officers

The most common titles for chief student affairs officer (CSAO) are vice president for student affairs and dean of student affairs. The responsibilities of the CSAOs can include admissions, registration, records, and financial aid; counseling and health services; student housing and activities; the student union; career planning and placement; intramural and intercollegiate athletics; student judicial systems; campus security; and student-related support services. Some institutions delegate assessment responsibilities to the CSAO.[47]

The student affairs area has moved away from the days of dean of men and dean of women, and colleges and universities no longer primarily recruit CSAOs from the faculty or another administrative area.[48] CSAOs feel responsibility for many hot issues of higher education—access, diversity, cost to the student, and assessment—and, since 1970, have often acquired formal education in student affairs. Today, most CSAOs possess the doctorate, though institutions with differing needs recruit CSAOs from different backgrounds. There is no particular career path in student affairs. Many CSAOs previously held positions in student affairs, such as director of admissions, but a few still come from academic deanships or the faculty.[49] Most female CSAOs—12 percent of all CSAOs—work in private institutions. More public universities tend to employ minority CSAOs—9 percent of the total.[50]

Librarians

Studies of the administrative workforce greatly benefit from the annual survey of placements of library school graduates, since an M.L.S. degree is a prerequisite for almost all professional library positions.[51] The most recent report gives the 1993 status of 1992 graduates from U.S. library schools.[52]

Participating library schools reported 1,914 placements in libraries, down slightly from last year's 1,939. About 23 percent—443 placements—were in colleges and universities. The average starting salary was slightly lower for higher education placements than for total placements ($26,484 versus $26,666). The highest beginning salaries were in placements "other" than in public libraries, schools, colleges, or universities; the lowest were in public libraries.

Table 10 shows that 1992 was the first year since 1988 that the increase in beginning salaries exceeded the inflation rate. This table presents beginning salaries in current and 1992 dollars.[53]

TRENDS

Financial pressures continue to require changes in the administrative structure of higher education, and many top administrators have concluded that efficiency requires a reversal in the growth rate for support professional positions. As institutions de-emphasize "fine tuning" in favor of considering major changes in organizational structure, "restructuring" and "reengineering" are becoming buzzwords. The current level of concern and the myriad administrative reviews under way may well lead to reductions in the growth rate, and even the absolute size, of the nonfaculty professional workforce. However, the data

TABLE 10

AVERAGE BEGINNING SALARIES OF U.S. LIBRARY SCHOOL GRADUATES

			Constant 1992 Dollars	
Year	Salary	Percent Increase	Salary	Percent Increase
1985	$19,753		$26,190	
1986	20,874	5.7%	27,076	3.4%
1987	22,247	6.6	27,710	2.3
1988	23,491	5.6	27,966	0.9
1989	24,581	4.6	27,931	–0.1
1990	25,306	2.9	27,265	–2.4
1991	25,583	1.1	26,376	–3-3
1992	26,666	4.2	26,666	1.1

SOURCE: Zipkowitz, 1993, 30.

show no reversal in the growth as yet. In the trade off between assignments to faculty and support professionalss, an issue raised in last year's *Almanac*[54], some institutions chose to increase faculty size in 1993-94.

Many administrators are also investigating possible cost savings through interinstitutional cooperation.[55] Financial pressures directly account for the recent increase in the number of institutional consortia and the initiation of some consortial projects—necessary tasks that a single financially constrained institution could not have undertaken.[56] Consortium leaders have not observed a conceivable reverse trend—saving costs by cutting back on consortia dues.[57] Continued cooperative efforts would not force noticeable reductions in administrative hiring, but the practice could slow administrative growth, especially if senior officials began to look routinely for multiple-institution solutions to institutional problems.

NOTES

[1] U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information, 1991."

[2] Only partial information on part-time employees is available for 1991-1992.

[3] Montgomery and Lewis, 1994.

[4] U.S. Equal Educational Opportunity Commission, *op cit.*

[5] Colleges and universities reported on their employment in fall 1993, for the academic year 1993-1994, but the national compilation of the results is not yet available. The sampled states and systems are the California State University (20 campuses and the central office; 25,620 employees in 1993-1994), the State University System of Florida (nine universities; 28,131 employees), the University System of Georgia (19 senior institutions; 27,619 employees), the University of Maryland System (11 universities; 15,362 employees), the institutions under the State Commission on Education in South Carolina (12 universities and colleges, 18,834 employees), and the University of Texas System (13 universities and health component institutions; 37,344 employees). We are able to present data from them because, upon request, individuals in these systems and states were willing to share their data; no claim is made for a random selection of states.

[6] Total employment at California State University dropped 6.2 percent, while the number of support professionals increased 1.5 percent.

[7] CUPA, 1992, 1993, and 1994. The selection of some positions changes each year.

[8] CUPA provides salary data for 12-month positions existing in the fall of the reporting year. The figures cover cash earnings, excluding fringe benefits, and are limited to institutional funds. Consulting fees and earnings contributed by an external entity, such as a foundation, were excluded.

[9] *Ibid.*, 1994.

[10] *Ibid.*, 1994.

[11] Beginning in 1991-1992, CUPA's aggregations across all categories of institution require institutions to have reported enrollment for one aggregation or budget for another. The all-institution data presented here use the institutions reporting a budget level.

[12] CUPA changed the label of private-independent institutions to private-nonreligious in 1992-1993, but this chapter retains the older designation.

[13] There was an exception: the chief admissions officer at private-independent institutions had a higher median salary than the chief personnel officer.

[14] Provided by CUPA.

[15] CUPA, 1994, Tables 29 and 30.

[16] Bowen, 1978, 55.

[17] Kacmarczyk and Coughlin, 1984.

[18] *Ibid.*

[19] U.S. Office of Personnel Management, 1993; CUPA, 1993.

[20] U.S. Office of Personnel Management, *loc cit.*

[21] Hawkins, 1993, 102.

[22] CUPA, 1994.

[23] State colleges are counted in higher education, not in government.

[24] Selden, 1991.

[25] *Ibid.*

[26] Blackburn, Horowitz, Edington, and Klos, 1977.

[27] Gmelch and Wilke, 1991.

[28] *Loc cit.*, 31.

[29] Solmon and Tierney, 1977.

[30] Seldin, *op cit.*

[31] Blackburn, Horowitz, Edington, and Klos, 1977; and Hersi, 1993.

[32] Seldin, 1991.

[33] *Ibid.*

[34] Mobley, Griffeth, Hand, and Meglino, 1979, reported in Gmelch and Wilke, 626.

[35] Boone, 1987, reported in Gmelch and Wilke, 627.

[36] Glick, 1992.

[37] Hersi, 1993, 30.

[38] Reisser and Zurfluh, 1987, reported in Hersi, 32-33.

[39] Witkin-Lanoil, 1984, reported in Hersi, 33.

[40] Carroll, 1991.

[41] *Ibid.* Women were younger than men at the time of serving as chair, even though they had been older at the time of earlier career events such as earning the doctorate and becoming associate professors.

[42] Mangieri and Arnn, 1991.

[43] *Ibid.*

[44] *Ibid.*

[45] Lynch, Bowker, and McFerron, 1987.

[46] *Ibid.*

[47] Sandeen, 1991.

[48] *Ibid.*

[49] *Ibid.*

[50] *Loc cit.*, 15.

[51] See, for example, Montgomery and Lewis, 1994, 123-149.

[52] Zipkowitz, 1993. Forty-one of the 51 accredited library schools participated in the study.

[53] *Ibid.*

[54] Montgomery and Lewis, *op cit.*

[55] See, for example, Montgomery, 1994, and Langenberg, 1994.

[56] Private conversations with Elizabeth R. Hayford, Associated Colleges of the Midwest; Neil R. Wylie, Council of Presidents, New England Land-Grant Universities; and Lawrence G. Dotolo, Virginia Tidewater Consortium for Continuing Higher Education.

[57] *Ibid.*

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1993-94 FACULTY SALARY REPORT

The 1993-94 institutional faculty salary report provides salary and compensation information for the 3,164 institutions in NEA's faculty salary universe. The data are organized by state, institutional type, and control. The data are provided by the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data Systems' Salary Survey for 1992-93.

The detailed data reported are for faculty on 9/10 month contracts only (barring the percent of faculty on 11/12 month contracts column). A national summary of faculty on 11/12 month contracts follows. Changes in average faculty salaries are reported only for institutions responding the NCES' Salary Survey in both 1992-93 and 1993-94. All dollar amounts are reported in thousands of dollars.

Definitions for the column headings the institutional report are as follows:

PROF ($):	Average salary for professors on 9/10 month contracts, in thousands of dollars.
ASSC ($):	Average salary for associate professors on 9/10 month contracts, in thousands of dollars.
ASST ($):	Average salary for assistant professors on 9/10 month contracts, in thousands of dollars.
INST/LECT ($):	Average salary for instructors and/or lecturers on 9/10 month contracts, in thousands of dollars.
NO RANK ($):	Average salary for faculty on 9/10 month contracts with no rank, in thousands of dollars.
AVG ($):	Average salary for all faculty on 9/10 month contracts, in thousands of dollars.
% CHG (%):	Percent change in average faculty salary from academic year 1992- 93 to 1993-94.
# OF FAC (#):	Number of full-time faculty on 9/10 month contracts.
% FEM (%):	Percent of faculty on 9/10 month contracts that are female.

% TNRD (%):	Percent of faculty on 9/10 month contracts that are tenured.
% 11/12 (%):	Percent of all faculty in the institution that are on 11/12 month contracts.
AVG BENE ($):	Average benefits for faculty on 9/10 month contracts, in thousands of dollars.

The following notes are used throughout the report:

(1) Based on data as reported by the institution.

(2) Data reported with another institution.

(3) Nonresponding institution, data are not imputed.

(4) Nonresponding institution, data reported are imputed.

(5) Combined data responded; reported data carries data for more than one institution.

+ Data suppressed for confidentiality purposes.

* Due to suppression of data in one or more ranks for confidentiality purposes, the institution's average salary has been computed from the averages shown in the ranks of this report.

AVERAGE SALARY, BENEFITS, NUMBER OF FACULTY AND PERCENT OF FACULTY TENURED AND PERCENT OF FACULTY FEMALE, FACULTY ON 11/12 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL* 1993-94

	Control	
Offering Level	Public	Private
AA		
Average salary	$39,575	$32,564
Number of faculty	12,591	762
Average benefits	$9,291	$6,557
Percent tenured	24.0%	8.3%
Percent female	43.8%	46.3%
BA		
Average salary	$50,210	$35,937
Number of faculty	366	2,040
Average benefits	$11,785	$7,444
Percent tenured	48.6%	26.4%
Percent female	27.1%	32.5%
BA+		
Average salary	$53,542	$41,167
Number of faculty	3,442	4,354
Average benefits	$12,299	$8,703
Percent tenured	68.0%	28.7%
Percent female	31.2%	35.1%
Doctoral		
Average salary	$63,357	$60,369
Number of faculty	27,058	8,416
Average benefits	$13,936	$10,432
Percent tenured	63.3%	41.8%
Percent female	25.7%	29.2%

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* *Based on 3164 institutions (100% of NEA's faculty salary universe).*

SOURCE: NCES, IPEDS Faculty Salary Data, 1993-94.

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
ALABAMA												
Public Institutions												
AA												
AL AVIATION & TECH C (1)	--	--	--	--	36.1	36.1	14.8	21	19	100	0	7.1
AL SOUTHERN CC (1)	--	--	--	--	33.0	33.0	15.9	22	45	68	44	6.5
ATMORE STATE TECH C (1)	--	--	--	--	30.8	30.8*	--	16	13	63	33	6.2
BESSEMER STATE TECH C (1)	--	--	--	--	35.4	35.4	10.2	30	50	73	41	6.8
BEVILL STATE CC-BREWER CAMPUS (1)	--	--	--	--	33.1	33.1	–23	14	36	71	26	6.5
BEVILL STATE CC-WALKER CAMPUS (1)	--	--	--	--	38.2	38.2	10.1	41	41	76	15	7.3
BISHOP STATE CC (1)	--	--	--	--	32.8	32.8	11.5	120	50	63	4	6.4
C A FREDD STATE TECH C (1)	--	--	--	--	37.4	37.4*	--	11	18	100	0	7.4
CENTRAL AL CC (1)	--	--	--	--	34.9	34.9	6.4	52	42	81	4	6.7
CHATTAHOOCHEE VALLEY CC (1)	--	--	--	--	33.7	33.7	3.2	40	48	75	0	6.6
CHAUNCEY SPARKS STATE TECH C (1)	--	--	--	--	--	--	--	0	--	--	100	--
DOUGLAS MACARTHUR TECH C (1)	--	--	--	--	22.0	22.0	--	3	100	0	90	4.9
ENTERPRISE STATE JR C (1)	--	--	--	--	36.4	36.4	6.9	43	51	95	0	6.9
GADSDEN STATE CC (1)	--	--	--	--	34.1	34.1	3.1	143	50	84	0	6.6
G C WALLACE STATE CC-HANCEVILLE (1)	--	--	--	--	31.6	31.6	4.7	107	56	59	0	6.3
G C WALLACE STATE CC-DOTHAN (1)	--	--	--	--	34.7	34.7	6.9	85	54	81	27	6.7
G C WALLACE STATE CC-SELMA (1)	--	--	--	--	34.8	34.8	4.1	55	45	96	0	6.4
HARRY M AYERS STATE TECH C (1)	--	--	--	--	+	+*	--	1	0	0	96	--
J F DRAKE STATE TECH C (1)	--	--	--	--	--	--	--	0	--	--	100	--
JAMES H FAULKNER STATE CC (1)	--	--	--	--	32.7	32.7	6.8	35	57	71	20	6.4
JEFFERSON DAVIS CC-BREWTON (1)	--	--	--	--	32.5	32.5	8.0	23	65	74	4	6.4
JEFFERSON STATE CC (1)	--	--	--	--	35.7	35.7	6.7	145	53	87	0	6.9
JOHN C CALHOUN STATE CC (1)	--	--	--	--	35.8	35.8	8.7	139	51	91	0	6.8
JOHN M PATTERSON STATE TECH C (1)	--	--	--	--	--	--	--	0	--	--	100	--
LAWSON STATE CC (1)	--	--	--	--	35.7	35.7	5.9	59	53	90	0	7.0
LURLEEN B WALLACE STATE JR C (1)	--	--	--	--	34.2	34.2	19.5	23	26	96	0	6.6
NORTHEAST AL STATE CC (1)	--	--	--	--	33.8	33.8	7.5	28	64	82	15	6.6
NORTHWEST AL CC (1)	--	--	--	--	33.1	33.1	5.8	53	45	91	9	6.7
REID STATE TECH C (1)	--	--	--	--	+	+*	--	1	0	100	96	--
SHELTON STATE CC (1)	--	--	--	--	27.6	27.6	–13	44	50	70	54	6.2
SHOALS CC (1)	--	--	--	--	--	--	--	0	--	--	100	--
SNEAD STATE CC (1)	--	--	--	--	34.5	34.5	6.2	23	65	78	34	6.7
SOUTHERN UNION STATE JR C (1)	--	--	--	--	31.9	31.9	5.6	46	61	74	8	6.3
TRENHOLM STATE TECH C (1)	--	--	--	--	18.0	18.0*	--	4	75	0	93	4.2
BA												
ATHENS STATE C (1)	45.8	39.7	34.6	--	--	39.1	6.4	59	41	86	11	7.3
BA+												
AL STATE U (1)	48.1	38.2	33.2	27.2	--	34.4	3.4	216	48	39	0	6.5
AUBURN U AT MONTGOMERY (1)	48.0	40.9	34.2	26.9	--	37.7	4.0	168	40	62	16	7.5
JACKSONVILLE STATE U (1)	47.5	39.2	33.5	29.9	--	35.5	4.9	178	49	34	35	10.2
LIVINGSTON U (1)	34.0	31.1	26.8	--	--	30.0*	2.4	28	39	61	68	--
TROY STATE U AT DOTHAN (1)	41.7	39.4	34.6	--	--	38.0*	--	51	39	41	6	8.0
TROY STATE U IN MONTGOMERY (1)	--	--	--	--	--	--	--	0	--	--	100	--
TROY STATE U IN PHENIX CITY (2)	--	--	--	--	--	--	--	--	--	--	--	--
TROY STATE U-MAIN CAMPUS (5)	45.9	39.1	33.1	25.7	--	35.4*	4.6	135	47	36	34	7.5
U OF MONTEVALLO (1)	44.0	38.8	30.9	--	--	39.0*	--	121	40	69	5	8.9
U OF NORTH AL (1)	49.2	41.6	35.8	30.5	--	40.2	6.7	177	39	62	12	7.7
U OF SOUTH AL-BALDWIN (2)	--	--	--	--	--	--	--	--	--	--	--	--
Doctoral												
AL A&M U (1)	44.2	36.8	31.0	24.0	--	34.5	7.5	232	36	59	11	7.9
AUBURN U MAIN CAMPUS (1)	57.3	43.3	36.8	28.1	--	43.4	4.9	751	26	60	32	8.6
THE U OF AL (1)	60.5	44.5	38.2	25.4	--	46.2*	--	738	28	61	3	11.6
U OF AL AT BIRMINGHAM (1)	58.6	43.4	36.6	28.2	--	42.7	5.1	324	30	57	60	12.0
U OF AL IN HUNTSVILLE (1)	60.2	44.7	37.9	24.8	--	42.8*	--	236	31	42	16	8.9
U OF SOUTH AL (5)	54.2	42.6	37.6	30.0	--	42.7*	--	356	25	54	18	8.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Private Institutions												
AA												
CONCORDIA C (1)	--	--	--	--	--	--	--	0	--	--	100	--
FAULKNER U-BIRMINGHAM (2)	--	--	--	--	--	--	--	--	--	--	--	--
FAULKNER U-FLORENCE (2)	--	--	--	--	--	--	--	--	--	--	--	--
FAULKNER U-HUNTSVILLE (2)	--	--	--	--	--	--	--	--	--	--	--	--
FAULKNER U-MOBILE (2)	--	--	--	--	--	--	--	--	--	--	--	--
MARION MILITARY INST (1)	--	--	--	--	22.9	22.9	-4.9	11	36	64	0	--
WALKER C (1)	--	--	--	--	31.1	31.1	-0.3	20	35	85	20	--
BA												
FAULKNER U (5)	+	+	25.6	--	--	25.6*	--	20	40	20	9	--
HUNTINGDON C (1)	33.9	30.2	28.7	--	--	30.2*	--	43	37	53	2	6.5
INT'L BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
MILES C (1)	+	+	26.3	--	--	26.3*	17.1	24	46	13	27	--
OAKWOOD C (1)	31.4	30.1	28.3	--	--	29.5*	3.4	63	48	32	18	--
SELMA U (1)	+	+	+	14.7	--	14.7*	--	18	22	28	14	2.1
STILLMAN C (1)	29.1	28.8	24.9	21.8	--	26.3*	--	52	48	46	12	6.6
TALLADEGA C (1)	35.0	31.2	27.8	26.6	--	30.5*	--	55	38	44	0	4.1
BA+												
BIRMINGHAM SOUTHERN C (1)	49.8	37.9	32.2	21.3	--	40.1	0.1	89	37	63	0	12.1
JUDSON C (1)	36.3	31.9	26.8	--	--	30.4*	--	24	50	46	0	--
SOUTHEASTERN BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SPRING HILL C (1)	43.0	35.2	31.9	--	--	37.7*	5.7	55	22	76	0	--
TUSKEGEE U (1)	41.0	35.2	30.6	22.7	--	32.7*	--	254	28	39	0	6.1
U OF MOBILE (1)	35.2	32.1	27.3	22.8	--	28.8	5.3	82	60	22	5	7.6
Doctoral												
SAMFORD U (1)	57.3	42.6	35.7	25.8	--	45.1	2.2	172	38	50	20	12.8
SOUTHERN CHRISTIAN U (1)	--	32.0	--	--	--	32.0*	--	4	0	0	50	4.8
U.S. SPORTS ACADEMY (1)	--	--	--	--	--	--	--	0	--	--	--	--
ALASKA												
Public Institutions												
BA+												
U OF AK ANCHORAGE (1)	60.6	50.3	41.2	38.4	37.9	49.2	2.0	357	38	63	9	16.8
U OF AK SOUTHEAST (1)	58.8	51.0	36.6	36.8	31.1	45.3*	--	63	41	49	10	15.5
Doctoral												
U OF AK FAIRBANKS (1)	64.5	55.2	43.4	36.3	39.1	48.5	9.7	276	30	36	30	16.6
Private Institutions												
BA												
ST HERMANS THEOL SEM (1)	18.6	--	--	--	--	18.6*	--	4	0	0	0	8.5
SHELDON JACKSON C (1)	+	+	29.2	--	--	29.2*	0.6	15	33	0	25	6.3
BA+												
AK PACIFIC U (1)	51.9	41.1	39.5	36.9	+	42.1*	--	31	35	0	3	5.0
ARKANSAS												
Public Institutions												
AA												
AR STATE U-BEEBE NEWPORT (1)	+	+	28.8	25.1	--	27.3*	1.7	63	48	17	16	7.4
EAST AR CC (1)	--	--	--	--	28.0	28.0	4.2	34	62	0	17	7.6
GARLAND COUNTY CC (1)	--	--	--	--	31.9	31.9	-5.1	51	65	0	11	6.6
MS COUNTY CC (1)	--	--	--	--	27.0	27.0	0.7	35	57	0	15	7.9
NORTH AR COMMUNITY TECH C (1)	--	--	--	--	29.7	29.7	0.2	58	50	0	19	8.4
PHILLIPS COUNTY CC (1)	--	--	--	--	28.3	28.3	--	56	66	100	8	7.2
RICH MOUNTAIN CC (1)	--	--	--	--	34.2	34.2	9.2	15	40	0	12	8.1
SOUTH AR CC (1)	--	--	--	--	30.0	30.0	-0.0	37	49	43	8	7.5
SOUTHERN AR U TECH (1)	--	32.5	28.8	--	--	30.1*	-1.5	22	23	0	15	8.3
WESTARK CC (1)	--	--	--	--	30.6	30.6	3.0	101	47	58	12	--

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
AR TECH U (1)	43.3	37.6	33.7	25.3	--	36.9*	--	156	36	62	13	9.6
HENDERSON STATE U (1)	43.8	36.5	32.8	25.5	--	36.5	−1.1	151	38	56	6	9.7
SOUTHERN AR U MAIN CAMPUS (1)	46.3	38.8	32.1	26.6	--	36.2	0.8	108	45	56	6	9.0
U OF AR AT MONTICELLO (1)	44.0	35.9	33.1	26.4	--	33.2*	--	94	36	40	20	7.6
U OF AR AT PINE BLUFF (1)	40.1	35.9	33.5	26.6	--	33.1	5.9	133	40	38	31	8.4
U OF CENTRAL AR (1)	51.9	40.7	33.9	27.9	--	38.4	--	301	40	50	11	8.5
Doctoral												
AR STATE U-MAIN CAMPUS (1)	51.1	42.7	34.4	27.5	--	39.1	4.4	353	32	52	10	10.8
U OF AR AT FAYETTEVILLE (1)	56.4	44.3	38.6	23.9	--	44.1	5.1	515	26	54	36	9.3
U OF AR AT LITTLE ROCK (1)	54.9	41.6	37.5	26.0	28.3	42.1*	--	357	36	63	10	8.9
U OF AR FOR MEDICAL SCIENCES (1)	--	38.3	28.0	22.7	--	30.1	−1.0	12	100	8	91	6.9
Private Institutions												
AA												
SHORTER C (4)	--	--	--	--	13.1	13.1	--	11	64	0	0	--
BA												
AR BAPTIST C (1)	14.2	10.7	+	--	--	12.7*	20.0	11	36	100	0	0.9
AR C (1)	49.9	44.5	33.0	--	--	40.2*	5.1	42	26	26	0	--
CENTRAL BAPTIST C (1)	26.1	+	20.4	--	--	23.3*	1.0	14	36	0	0	4.3
HENDRIX C (1)	48.5	39.9	36.2	--	--	42.3*	--	65	22	71	0	14.1
JOHN BROWN U (1)	37.0	33.9	31.1	--	--	34.7*	--	58	21	0	3	8.4
OUACHITA BAPTIST U (1)	42.2	36.3	28.9	25.6	--	34.2*	--	97	26	57	0	9.2
WILLIAMS BAPTIST C (1)	31.6	27.4	26.4	--	--	27.4*	--	24	46	13	0	--
BA+												
HARDING U (1)	42.4	37.4	33.5	26.2	--	38.0	2.9	179	21	47	0	8.0
U OF THE OZARKS (1)	30.9	27.8	26.4	--	--	28.3*	--	43	35	47	0	10.5
CALIFORNIA												
Public Institutions												
AA												
ALLAN HANCOCK C (1)	--	--	--	--	46.9	46.9	--	87	31	100	3	11.4
AMERICAN RIVER C (1)	--	--	--	--	48.0	48.0	--	229	38	92	0	8.4
ANTELOPE VALLEY C (1)	60.9	50.5	46.3	49.5	48.8	55.6*	--	99	46	93	4	11.6
BAKERSFIELD C (1)	48.3	40.5	33.8	--	--	45.3*	3.7	159	48	86	25	10.4
BARSTOW C (1)	--	--	--	--	53.6	53.6	2.6	25	16	76	0	11.4
BUTTE C (1)	--	--	--	--	48.2	48.2	--	129	38	89	1	11.7
CABRILLO C (1)	--	--	--	--	46.3	46.3	--	150	49	88	1	5.3
CANADA C (1)	--	--	--	--	53.6	53.6	--	65	37	94	0	10.5
CERRITOS C (1)	60.2	51.2	47.8	44.2	--	52.4	−0.4	219	45	83	0	--
CERRO COSO CC (1)	49.3	41.1	+	--	--	47.8*	−23	25	36	88	29	10.5
CHABOT C (1)	--	--	--	--	50.2	50.2	--	174	34	91	0	10.5
CHAFFEY CC (1)	--	--	--	--	58.4	58.4	--	148	51	92	1	0.0
CITRUS C (1)	--	--	--	--	50.4	50.4	2.7	99	37	84	18	16.5
CITY C OF SAN FRANCISCO (1)	--	--	--	--	49.1	49.1	--	550	48	95	0	8.4
COASTLINE CC (1)	--	--	--	--	47.9	47.9	--	37	59	68	0	--
C OF ALAMEDA (1)	--	--	--	--	46.3	46.3	--	72	28	90	0	10.5
C OF MARIN (1)	--	--	--	--	56.1	56.1	--	122	41	98	0	11.7
C OF SAN MATEO (1)	--	--	--	--	51.8	51.8	--	149	35	97	0	9.8
C OF THE CANYONS (1)	--	--	--	--	52.7	52.7	5.3	68	47	99	0	12.3
C OF THE DESERT (1)	46.5	42.7	39.5	37.0	--	44.1*	--	90	32	87	13	12.5
C OF THE REDWOODS (1)	--	--	--	--	47.8	47.8	--	118	34	92	0	10.3
C OF THE SEQUOIAS (1)	--	--	--	--	49.8	49.8	1.1	148	41	89	0	10.9
C OF THE SISKIYOUS (1)	--	--	--	--	42.3	42.3	−5.0	50	30	92	7	10.6
COLUMBIA C-COLUMBIA (1)	--	--	--	--	49.5	49.5	--	27	22	81	4	10.5
COMPTON CC (1)	--	--	--	--	44.0	44.0	--	60	42	93	2	46.3
CONTRA COSTA C (1)	--	--	--	--	55.4	55.4	1.3	106	41	88	0	12.3
COSUMNES RIVER C (1)	--	--	--	--	45.9	45.9	--	96	46	91	0	9.2
CRAFTON HILLS C (1)	--	--	--	--	50.9	50.9	--	43	30	95	2	0.0
CUESTA C (1)	--	--	--	--	45.0	45.0	--	85	41	95	0	--
CUYAMACA C (1)	--	--	--	--	47.4	47.4	--	44	27	93	0	11.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
CYPRESS C (1)	--	--	--	--	51.2	51.2	--	182	46	90	1	10.6
DE ANZA C (1)	--	--	--	--	54.7	54.7	--	229	41	83	6	0.0
DIABLO VALLEY C (1)	--	--	--	--	54.4	54.4	0.8	283	38	85	0	12.2
EAST LOS ANGELES C (1)	--	--	--	--	47.8	47.8	--	162	40	100	1	10.8
EDUCATIONAL CULTURAL COMPLEX (4)	--	--	--	--	--	--	--	0	--	--	--	--
EL CAMINO C (1)	--	--	--	--	50.8	50.8	--	269	35	84	9	0.0
EVERGREEN VALLEY C (1)	--	--	--	--	45.2	45.2	-1.8	97	54	82	1	10.6
FEATHER RIVER CC DISTRICT (1)	--	--	--	--	45.3	45.3	6.4	18	17	78	5	13.3
FOOTHILL C (1)	--	--	--	--	54.4	54.4	--	150	38	83	9	0.0
FRESNO CITY C (1)	--	--	--	--	51.8	51.8	--	198	30	90	4	58.8
FULLERTON C (1)	--	--	--	--	50.3	50.3	--	245	39	84	2	10.5
GAVILAN C (1)	--	--	--	--	52.4	52.4	--	60	43	95	0	9.9
GLENDALE CC (1)	55.9	54.1	49.6	44.6	48.9	51.1*	--	186	44	81	10	12.2
GOLDEN WEST C (1)	--	--	--	--	52.6	52.6	--	180	39	92	5	9.4
GROSSMONT C (1)	--	--	--	--	47.8	47.8	--	185	41	90	1	10.8
HARTNELL C (1)	--	--	--	--	46.0	46.0	0.6	75	33	96	0	11.3
IMPERIAL VALLEY C (1)	49.5	39.6	41.2	38.0	--	44.5*	--	98	49	83	0	10.4
IRVINE VALLEY C (1)	--	--	--	--	56.6	56.6	--	52	38	85	0	13.5
KINGS RIVER CC (1)	--	--	--	--	52.4	52.4	--	65	23	91	4	60.0
LAKE TAHOE CC (1)	--	--	--	--	45.5	45.5	1.0	22	50	82	0	11.2
LANEY C (1)	--	--	--	--	45.4	45.4	--	101	37	88	0	10.3
LAS POSITAS C (1)	--	--	--	--	49.2	49.2	--	58	45	84	0	10.0
LASSEN C (1)	--	--	--	--	44.2	44.2	-3.6	29	21	90	17	--
LONG BEACH CITY C (1)	57.7	52.1	49.4	47.3	--	52.6	-0.0	257	45	88	0	11.7
LOS ANGELES CITY C (1)	--	--	--	--	47.1	47.1	--	199	36	100	1	10.6
LOS ANGELES HARBOR C (1)	--	--	--	--	48.3	48.3	--	108	43	99	2	10.9
LOS ANGELES MISSION C (1)	--	--	--	--	45.4	45.4	--	54	37	100	0	10.4
LOS ANGELES PIERCE C (1)	--	--	--	--	47.4	47.4	--	214	33	100	2	10.7
LOS ANGELES SOUTHWEST C (1)	--	--	--	--	46.8	46.8	--	60	45	100	2	10.7
LOS ANGELES TRADE TECH C (1)	--	--	--	--	46.2	46.2	--	167	35	100	0	10.6
LOS ANGELES VALLEY C (1)	--	--	--	--	47.6	47.6	--	194	41	100	1	10.9
LOS MEDANOS C (1)	--	--	--	--	53.3	53.3	0.5	94	48	81	0	12.0
MENDOCINO C (1)	--	--	--	--	47.9	47.9	2.5	37	35	100	0	10.9
MERCED C (1)	--	--	--	--	47.6	47.6	5.6	107	36	90	5	11.8
MERRITT C (1)	--	--	--	--	45.7	45.7	--	74	45	85	0	9.6
MIRA COSTA C (1)	--	--	--	--	51.1	51.1	--	92	49	79	0	11.9
MISSION C (1)	--	--	--	--	51.4	51.4	--	88	58	93	1	0.0
MODESTO JR C (1)	--	--	--	--	47.8	47.8	--	144	29	84	6	11.1
MONTEREY PENINSULA C (1)	--	--	--	--	48.5	48.5	--	99	38	94	0	12.6
MOORPARK C (1)	--	--	--	--	52.1	52.1	--	130	38	87	0	12.9
MOUNT SAN JACINTO C (1)	--	--	--	--	47.2	47.2	3.5	58	34	81	8	14.3
MT SAN ANTONIO C (1)	--	--	--	--	53.4	53.4	9.6	270	46	83	6	12.0
NAPA VALLEY C (1)	--	--	--	--	43.8	43.8	--	78	50	87	0	--
OHLONE C (1)	--	--	--	--	51.1	51.1	4.1	92	42	91	0	11.2
ORANGE COAST C (1)	--	--	--	--	51.7	51.7	--	270	39	88	1	9.4
OXNARD C (1)	--	--	--	--	49.9	49.9	--	58	43	76	0	12.7
PALO VERDE C (1)	--	--	--	--	42.6	42.6	8.1	19	32	47	0	12.3
PALOMAR C (1)	--	--	--	--	50.8	50.8	2.0	220	37	97	0	11.3
PASADENA CITY C (1)	--	--	--	--	48.1	48.1	--	290	47	84	2	11.6
PORTERVILLE C (1)	47.4	41.1	+	--	--	45.7*	3.0	48	31	77	16	10.4
RANCHO SANTIAGO C (1)	--	--	--	--	54.2	54.2	--	195	41	82	2	0.0
RIO HONDO C (1)	--	--	--	--	55.4	55.4	1.1	130	45	100	2	14.2
RIVERSIDE CC (1)	64.0	57.4	50.5	45.4	--	52.3*	--	191	45	59	0	14.0
SACRAMENTO CITY C (1)	--	--	--	--	47.2	47.2	--	197	45	94	1	8.3
SADDLEBACK C (1)	--	--	--	--	62.5	62.5	--	187	40	98	0	4.8
SAN BERNARDINO CNTY MED CTR (4)	50.0	+	+	40.1	42.0	42.8*	--	82	41	79	1	--
SAN BERNARDINO VALLEY C (1)	--	--	--	--	51.1	51.1	--	125	45	93	2	0.0
SAN DIEGO CITY C (1)	--	--	--	48.5	--	48.5	--	140	39	69	5	9.9
SAN DIEGO MESA C (1)	--	--	--	--	49.2	49.2	--	226	40	82	1	10.1
SAN DIEGO MIRAMAR C (1)	--	--	--	--	48.3	48.3	--	56	29	59	0	10.2
SAN JOAQUIN DELTA C (1)	--	--	--	--	57.3	57.3	0.5	205	41	93	1	12.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
SAN JOSE CITY C (1)	--	--	--	--	47.1	47.1	4.4	122	44	87	0	10.8
SANTA BARBARA CITY C (1)	--	--	--	--	48.1	48.1	--	170	42	76	0	0.0
SANTA MONICA C (1)	--	--	--	--	57.0	57.0	--	211	45	92	0	11.2
SANTA ROSA JR C (1)	--	--	--	--	53.6	53.6	--	237	34	93	0	10.2
SHASTA C (1)	--	--	--	--	47.1	47.1	--	123	35	93	0	12.5
SIERRA C (1)	--	--	--	--	47.1	47.1	--	117	31	92	3	11.3
SKYLINE C (1)	--	--	--	--	51.7	51.7	--	90	47	97	0	10.4
SOLANO COUNTY CC DISTRICT (1)	--	--	--	--	51.0	51.0	1.3	123	40	87	0	--
SOUTHWESTERN C (1)	--	--	--	--	52.1	52.1	--	172	43	88	4	0.0
TAFT C (1)	--	--	--	--	57.0	57.0	--	16	19	94	27	12.0
VENTURA C (1)	--	--	--	--	52.2	52.2	--	139	37	86	0	12.6
VICTOR VALLEY C (1)	--	--	--	--	47.9	47.9	--	70	39	83	0	10.0
VISTA C (1)	--	--	--	--	45.5	45.5	--	10	60	60	0	6.8
WEST HILLS CC (1)	--	--	--	--	45.4	45.4	2.2	43	26	91	4	10.9
WEST LOS ANGELES C (1)	--	--	--	--	47.8	47.8	--	80	29	100	4	10.9
WEST VALLEY C (1)	--	--	--	--	52.1	52.1	-5.3	124	44	93	8	2.0
YUBA C (1)	--	--	--	--	54.0	54.0	--	101	35	92	0	11.6
BA												
CA MARITIME ACADEMY (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA+												
CA POLYTECH ST U-SAN LUIS OBISPO (1)	61.0	49.9	39.4	--	--	57.3*	--	636	16	83	5	15.0
CA STATE POLYTECHNIC U-POMONA (1)	61.2	49.3	40.8	31.4	--	56.1*	--	583	25	75	4	14.8
CA STATE U-BAKERSFIELD (1)	59.8	48.2	37.7	30.9	--	49.8	-1.2	203	33	63	1	13.8
CA STATE U-CHICO (1)	60.6	48.2	39.5	--	--	55.9*	--	543	27	83	5	14.7
CA STATE U-DOMINGUEZ HILLS (1)	60.7	47.6	39.3	--	--	55.7*	--	244	34	74	9	14.7
CA STATE U-FRESNO (1)	60.5	47.8	38.3	32.0	--	55.5*	--	625	30	80	4	14.6
CA STATE U-FULLERTON (1)	60.6	49.3	38.7	27.1	--	54.3*	--	596	29	71	4	14.5
CA STATE U-HAYWARD (1)	60.8	49.2	38.4	31.7	--	55.2*	--	370	34	78	3	14.7
CA STATE U-LONG BEACH (1)	60.1	47.5	40.1	34.2	--	54.1*	--	759	31	78	3	14.3
CA STATE U-NORTHRIDGE (1)	60.5	46.7	39.2	32.7	--	54.5	-0.0	693	32	83	5	14.4
CA STATE U-SACRAMENTO (1)	60.8	47.6	38.8	--	--	57.4*	--	696	30	85	3	14.9
CA STATE U-SAN BERNARDINO (1)	59.8	48.4	39.7	31.6	--	50.2	0.4	389	35	56	2	13.9
CA STATE U-SAN MARCOS (1)	60.4	51.3	39.5	--	--	47.4*	--	83	45	35	2	13.4
CA STATE U-STANISLAUS (1)	59.8	46.4	36.6	28.9	--	50.9	-4.8	210	35	65	2	13.8
HUMBOLDT STATE U (1)	59.4	46.8	38.7	--	--	54.2	0.0	293	22	80	3	14.5
SAN JOSE STATE U (1)	60.0	48.7	40.4	33.1	--	52.7	-0.1	790	33	64	4	14.2
SONOMA STATE U (1)	60.2	45.9	38.2	--	--	55.4	0.5	228	28	81	2	14.6
Doctoral												
CA STATE U-LOS ANGELES (1)	60.7	48.8	40.4	--	--	53.5*	--	551	34	71	5	14.3
NAVAL POSTGRAD SCHL (1)	68.5	56.7	47.2	35.8	--	58.8*	--	286	6	56	0	9.9
SAN DIEGO STATE U (1)	60.4	48.0	40.3	34.0	--	54.8*	--	874	28	84	4	14.6
SAN FRANCISCO STATE U (1)	60.0	48.3	39.8	32.5	--	54.0*	--	679	35	70	4	14.4
U OF CA-BERKELEY (1)	78.3	52.8	44.7	38.3	41.9	66.8*	--	1,276	23	78	4	9.5
U OF CA-DAVIS (1)	71.2	49.4	42.8	41.8	+	58.2*	-1.0	680	26	71	37	8.7
U OF CA-IRVINE (1)	73.4	51.1	43.6	41.9	+	59.1*	--	621	23	71	9	8.9
U OF CA-LOS ANGELES (1)	77.6	52.0	44.0	41.6	38.8	63.6*	--	1,342	23	70	13	9.2
U OF CA-RIVERSIDE (1)	68.8	46.8	39.3	33.2	+	52.1*	-2.6	401	27	59	11	8.4
U OF CA-SAN DIEGO (1)	75.0	50.2	41.7	37.8	45.5	60.9	-0.8	670	19	74	9	9.0
U OF CA-SAN FRANCISCO (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF CA-SANTA BARBARA (1)	73.2	49.4	40.9	37.4	+	58.9*	--	704	23	71	0	8.9
U OF CA-SANTA CRUZ (1)	68.8	46.7	40.5	40.3	+	54.8*	--	414	32	70	1	8.6
Private Institutions												
AA												
CENTRAL CA COMMERCIAL C (4)	+	+	29.9	--	27.1	28.5*	--	18	56	33	10	--
D-Q U (4)	--	--	+	--	+	+*	--	2	50	0	0	--
DON BOSCO TECH INST (1)	--	--	--	--	+	+*	--	2	50	100	33	0.0
HEALD BUSINESS C (4)	+	+	29.9	--	27.1	28.5*	--	18	56	33	10	--
HEALD BUSINESS C-HAYWARD (1)	--	--	--	--	--	--	--	0	--	--	--	--
HEALD BUSINESS C-SACRAMENTO (1)	--	--	--	--	--	--	--	0	--	--	--	--
HEALD BUSINESS C-SAN FRANCISCO (4)	--	--	+	--	+	+*	--	2	50	0	0	--

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
HEALD BUSINESS C-WALNUT CREEK (1)	--	--	--	--	--	--	--	0	--	--	--	--
HEALD C (4)	+	+	+	--	+	+*	--	16	56	38	11	--
HEALD I OF TECHN-MARTINEZ (1)	--	--	--	--	--	--	--	0	--	--	--	--
HEALD I OF TECHN-SAN JOSE (1)	--	--	--	--	--	--	--	0	--	--	--	--
KELSEY-JENNEY BUSINESS C (4)	+	30.0	28.7	23.5	26.6	27.4*	--	34	56	35	11	--
MARYMOUNT C (1)	46.2	40.2	35.9	31.8	+	35.8*	3.8	52	52	0	0	10.5
SAN FRANCISCO C OF MORTUARY SCI (4)	--	--	--	--	--	--	--	0	--	--	--	--
BA												
AGAPE BIBLE C (4)	--	--	--	--	--	--	--	0	--	--	--	--
AMERICAN-ARMENIAN INT'L C (4)	+	+	+	--	--	+*	--	3	0	67	0	--
ART INST OF SOUTHERN CA (1)	--	+	--	--	--	+*	--	2	50	0	75	0.0
BEREAN BIBLE C (4)	--	--	--	--	--	--	--	0	--	--	--	--
CA CHRISTIAN C (1)	--	--	--	--	--	--	--	--	--	--	--	--
CAPITAL BIBLE INST (4)	+	+	+	--	--	+*	--	5	20	60	17	--
CHRISTIAN HERITAGE C (1)	31.6	+	+	--	--	31.6*	--	18	22	0	0	--
CHRISTIAN LIFE C (4)	+	+	+	--	--	+*	--	5	20	60	17	--
CLAREMONT MCKENNA C (1)	71.6	51.6	41.1	--	--	60.9*	2.8	67	21	76	0	14.8
COGSWELL C (1)	44.5	42.9	39.7	--	--	42.4	13.0	11	0	0	0	6.8
HEALD I OF TECHN-S FRANCISCO (1)	--	--	--	--	--	--	--	0	--	--	--	--
HUMPHREYS C-STOCKTON (1)	--	--	--	--	--	--	--	0	--	--	100	--
LIFE BIBLE C (1)	--	--	--	--	31.5	31.5	--	9	44	0	0	--
LOUISE SALINGER ACAD OF FASHION (1)	--	--	--	--	+	+*	--	1	100	0	67	--
MARIN BIBLE C (4)	--	--	--	--	--	--	--	0	--	--	--	--
MENLO C (4)	56.3	42.7	36.1	--	--	45.3*	--	22	27	50	21	--
PACIFIC COAST BAPTIST BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	--	--
PATTEN C (4)	56.3	42.7	36.5	--	--	46.8*	--	17	29	47	23	--
PITZER C (1)	65.2	43.9	38.1	--	--	54.7	1.7	54	30	76	0	14.7
POMONA C (1)	73.1	52.7	41.7	36.6	--	56.9*	--	161	35	60	0	14.2
ST JOHNS SEM C (1)	--	+	+	--	35.9	35.9*	--	10	60	0	0	6.3
SAN JOSE CHRISTIAN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SCRIPPS C (1)	60.9	45.4	37.2	--	--	51.9*	0.6	54	52	70	0	--
SOUTHERN CA C OF OPTOMETRY (1)	--	+	--	--	--	+*	--	1	0	0	97	--
THOMAS AQUINAS C (4)	+	+	+	--	--	+*	--	5	20	60	17	--
WEIMER C (4)	+	+	+	--	--	+*	--	5	20	60	17	--
WEST COAST CHRISTIAN C (4)	+	+	+	--	--	+*	--	5	20	60	17	--
WHITE MEM MED CTR SCHL OF NURS (4)	+	+	+	--	--	+*	--	3	0	67	0	--
YESHIVA U OF LOS ANGELES (4)	56.3	42.7	36.5	--	--	46.0*	--	16	31	44	24	--
BA+												
ACAD OF CHINESE CULT & HLTH SCI (4)	+	+	+	--	--	+*	--	3	0	67	0	--
AMERICAN BAPT SEM OF THE WEST (1)	--	--	--	--	--	--	--	0	--	--	100	--
AMERICAN FILM INST/CTR ADVD FILM/TV STUDIES (4)	--	--	--	--	+	+*	--	1	0	0	0	--
ANTIOCH U-LOS ANGELES BRANCH (5)	--	--	--	--	--	--	--	0	--	--	100	--
ANTIOCH U-SANTA BARBARA BRNCH (2)	--	--	--	--	--	--	--	--	--	--	--	--
ART CTR C OF DESIGN (1)	--	--	--	--	--	--	--	0	--	--	100	--
AZUSA PACIFIC U (1)	46.8	38.1	34.3	29.6	--	39.5*	8.1	98	37	10	36	13.0
BETHANY C OF THE ASSEMB OF GOD (1)	43.1	33.7	26.2	--	--	32.4*	--	22	14	59	0	27.6
BETHESDA CHRISTIAN U (4)	--	--	--	--	--	+*	--	1	100	0	50	--
CA BAPTIST C (1)	39.0	32.7	27.2	--	--	32.8	--	49	37	61	0	8.1
CA COAST U (4)	+	+	+	--	--	+*	--	5	20	60	17	--
CA C OF ARTS & CRAFTS (1)	44.7	38.7	35.3	--	--	42.6*	--	30	40	73	12	7.3
CA FAMILY STUDY CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
CA INST OF THE ARTS (1)	--	--	--	--	38.8	38.8	2.3	113	37	0	0	--
CA INT'L U (1)	--	--	--	--	--	--	--	0	--	--	100	--
CA LUTHERAN U (1)	48.0	39.1	34.2	30.4	--	39.8*	--	89	35	51	3	13.1
CENTRAL U OF SOUTHERN CA (4)	56.3	42.7	36.1	--	--	45.3*	--	22	27	50	21	--
CHAPMAN U (4)	55.7	44.5	39.6	--	--	46.4	--	104	29	59	1	--
CHAPMAN U-ACADEMIC CTRS (1)	--	--	--	--	--	--	--	0	--	--	100	--
CHRIST C IRVINE (1)	--	--	--	--	--	--	--	0	--	--	100	--
COLEMAN C (1)	--	--	--	--	--	--	--	0	--	--	--	--
C OF NOTRE DAME (1)	52.2	41.4	36.7	--	--	45.0*	8.8	48	60	42	19	--

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
C OF OSTEOPATH MED OF THE PACIFIC (1)	--	--	--	--	--	--	--	0	--	--	100	--
DOMINICAN C OF SAN RAFAEL (1)	46.4	37.8	33.6	--	--	39.5*	12.9	35	71	3	13	--
EUBANKS CONSERV OF MUSIC & ARTS (1)	--	--	--	--	--	--	--	--	--	--	--	--
FRESNO PACIFIC C (1)	--	--	--	--	36.2	36.2	7.2	50	22	100	7	8.6
HARVEY MUDD C (1)	77.1	58.1	45.4	--	--	63.9*	--	68	19	66	0	16.4
HOLY NAMES C (1)	48.2	39.4	30.7	--	--	37.6*	3.0	51	63	41	0	5.1
IMMACULATE HEART C CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
INST FOR CREATION RESEARCH (4)	--	--	--	--	--	--	--	0	--	--	--	--
INST OF BUDDHIST STUDIES INC (1)	--	--	--	--	--	--	--	0	--	--	100	--
INT'L SCHL OF THEOLOGY (1)	--	--	--	--	33.2	33.2	--	3	0	0	0	--
JESUIT SCHL OF THEOL-BERKELEY (1)	--	--	--	--	--	--	--	0	--	--	100	--
JOHN F KENNEDY U (1)	--	--	--	--	--	--	--	0	--	--	100	--
KERNEL U (4)	56.3	42.7	36.1	--	--	45.3*	--	22	27	50	21	--
LINCOLN U (1)	21.6	+	+	--	--	21.6*	--	8	25	50	0	4.2
LOYOLA MARYMOUNT U (1)	72.2	55.8	41.4	--	72.9	59.1*	2.1	310	30	64	0	15.0
MILLS C (1)	59.3	43.8	40.7	--	--	49.2*	4.7	70	56	59	0	--
MONTEREY INST OF INT'L STUDIES (1)	57.4	44.8	37.0	36.3	--	44.0*	--	49	45	4	0	12.8
MOUNT ST MARYS C (1)	45.2	35.7	33.6	28.2	--	36.3*	--	43	58	44	17	--
NATIONAL U (1)	49.8	46.7	37.7	31.4	--	38.7	-2.8	95	37	0	0	--
NEW C FOR ADVD CHRISTIAN STUDY-BERKELEY (4)	--	--	--	--	--	--	--	0	--	--	--	--
NEW C OF CA (4)	57.5	44.1	37.0	--	--	45.7*	--	17	29	59	6	--
NORTHWESTERN POLYTECHNIC U (1)	--	--	--	--	--	--	--	0	--	--	--	--
OCCIDENTAL C (1)	62.4	46.9	38.8	33.3	--	49.0	1.5	139	42	58	0	13.1
OTIS C OF ART & DESIGN (1)	--	--	--	--	--	--	--	0	--	--	100	--
PACIFIC CHRISTIAN C (1)	33.0	34.5	32.3	--	--	33.3*	--	19	21	0	0	7.6
PACIFIC OAKS C (1)	--	--	--	--	30.9	30.9*	--	9	89	0	53	4.4
PACIFIC STATES U (1)	--	--	--	--	26.8	26.8	--	5	0	0	0	4.0
PACIFIC UNION C (1)	36.2	33.3	30.6	--	--	33.4*	-8.9	102	31	47	0	11.2
POINT LOMA NAZARENE C (1)	50.7	39.3	35.8	28.2	--	42.9	4.0	94	31	30	0	12.0
ST JOHNS SEM (1)	+	+	+	--	--	+*	--	6	33	0	0	--
ST MARYS C OF CA (1)	61.4	44.0	40.4	--	--	47.8	-1.3	135	40	50	0	11.8
ST PATRICKS SEM (1)	15.1	+	+	--	--	15.1*	-10	9	0	0	0	10.1
SAMRA U OF ORIENTAL MEDICINE (4)	--	--	--	--	--	--	--	0	--	--	100	--
SAMUEL MERRITT C (1)	--	56.9	46.5	37.7	--	45.4*	11.9	30	87	0	14	11.7
SAN FRANCISCO ART INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAN FRANCISCO CONSERV OF MUSIC (1)	--	--	--	--	37.8	37.8	-1.4	26	35	0	0	6.7
SAN JOAQUIN C OF LAW (1)	--	--	--	--	--	--	--	0	--	--	100	--
SIMPSON C (1)	38.0	32.8	28.9	--	--	31.6*	--	22	18	0	0	9.1
SOUTH BAYLO U (1)	--	--	--	--	--	--	--	0	--	--	--	--
SOUTH BAYLO U (4)	57.0	43.9	37.0	--	+	46.0*	--	54	33	54	26	--
SOUTHERN CA C (4)	44.8	38.1	29.9	--	--	38.2*	--	41	17	71	0	--
SOUTHERN CA I OF ARCHITECTURE (4)	57.5	44.1	37.5	--	--	46.4*	--	13	31	54	7	--
STARR KING SCHL FOR MINISTRY (1)	--	--	--	--	--	--	--	0	--	--	100	--
THE MASTERS C (1)	--	--	--	--	--	--	--	0	--	--	100	--
THE NATIONAL HISPANIC U (4)	--	--	--	--	--	--	--	0	--	--	100	--
SIMON GREENLEAF SCHL OF LAW (4)	--	--	--	--	--	--	--	0	--	--	--	--
U OF JUDAISM (4)	--	--	--	--	--	--	--	0	--	--	100	--
U OF REDLANDS (1)	56.6	46.8	40.6	--	--	49.0*	--	109	39	61	0	12.2
U OF WEST LOS ANGELES (1)	--	--	--	--	46.1	46.1*	--	5	20	0	29	8.4
WEST COAST U (4)	57.5	43.9	37.0	--	+	45.7*	--	40	33	53	23	--
WESTMONT C (1)	48.9	40.8	33.9	--	--	42.0*	--	74	23	58	0	11.1
WHITTIER C (1)	53.6	42.2	33.9	33.8	--	44.0*	--	82	34	67	0	9.2
WOODBURY U (1)	41.4	37.3	35.9	--	--	37.6*	9.6	22	41	0	0	9.7
YESHIVA OHR ELCHONON CHABAD WEST COAST TAL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
Doctoral												
BIOLA U (1)	46.1	37.3	30.3	29.0	--	37.2*	6.3	119	28	45	6	9.4
CA GRAD INST (4)	+	--	--	--	--	+*	--	1	0	100	0	--
CA GRAD SCHL OF THEOLOGY (4)	--	--	--	--	--	--	--	0	--	--	--	--
CA INST OF INTEGRAL STUDIES (4)	57.5	44.1	37.0	--	--	44.9*	--	15	33	53	6	--

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	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
CA INST OF TECHNOLOGY (1)	118.0	--	--	--	--	118.0	3.2	7	0	100	97	26.0
CA PACIFIC U (4)	56.3	.7	36.5	--	--	46.0*	--	16	31	44	24	--
CA SCHL OF PROF PSYCH-ALAMEDA (1)	56.3	48.8	44.0	--	--	51.0*	--	23	43	0	0	12.4
CA SCHL OF PROF PSYCH-FRESNO (4)	43.4	36.7	+	--	--	39.6*	--	11	36	0	35	--
CA SCHL OF PROF PSYCH-LA (1)	51.0	+	+	--	--	51.0*	--	9	56	0	57	11.5
CA SCHL OF PROF PSYCH-SAN DIEGO (4)	--	--	--	--	--	--	--	0	--	--	100	--
CA WESTERN SCHL OF LAW (1)	91.7	70.5	47.4	--	--	76.6	--	43	47	56	0	15.5
CHARLES R DREW U OF MED & SCI (4)	+	+	+	--	--	+*	--	5	20	60	0	--
CLAREMONT GRAD SCHL (1)	80.2	59.7	42.3	--	--	72.3	3.0	67	25	84	0	18.0
FULLER THEOL SEM IN CA (5)	--	--	--	--	--	--	--	0	--	--	100	--
GOLDEN GATE BAPTIST SEM (4)	57.5	+	+	--	--	57.5*	--	9	33	67	0	--
GOLDEN GATE U-SAN FRANCISCO (5)	76.9	70.9	+	--	--	75.1*	0.6	30	33	47	64	--
GRAD THEOL UNION (1)	52.0	--	--	--	--	52.0	3.1	3	0	100	0	17.8
HEBREW UNION C CA BRANCH (1)	--	--	--	--	--	--	--	0	--	--	100	--
INST FOR ADVD STUDY OF HUMAN SEXUALITY (1)	--	--	--	--	--	--	--	0	--	--	100	--
LA SIERRA U (1)	--	--	--	--	--	--	--	0	--	--	100	--
LOMA LINDA U (1)	--	--	--	--	--	--	--	0	--	--	100	--
PACIFIC GRAD SCHL OF PSYCH (1)	+	+	46.0	--	--	46.0*	5.7	10	60	30	17	12.4
PACIFIC LUTHERAN THEOL SEM (1)	44.6	+	+	--	+	44.6*	--	11	18	82	0	--
PACIFIC SCHL OF RELIGION (4)	48.1	+	37.9	--	--	44.7*	--	12	42	67	0	--
PEPPERDINE U (1)	74.4	60.5	51.3	37.4	--	66.6	6.7	149	19	66	35	19.6
ROSEBRIDGE GRD SCH OF INTEG PSYCH (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAN FRANCISCO THEOL SEM (1)	53.8	+	+	--	--	53.8*	--	14	36	71	0	13.8
SANTA CLARA U (1)	76.1	55.5	48.7	43.1	+	57.8*	--	322	29	61	1	15.8
SAYBROOK INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
SCHL OF THEOLOGY AT CLAREMONT (1)	49.8	+	40.9	--	--	46.0*	--	22	27	55	0	11.0
STANFORD U (1)	95.4	65.9	51.9	76.2	--	82.4	3.5	815	16	77	2	17.5
THE FIELDING INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
THE WRIGHT INST (4)	+	+	+	--	--	+*	--	5	20	60	0	--
U S INT'L U (1)	40.6	32.2	24.9	--	--	32.8*	--	48	38	35	11	9.5
UNION INST (4)	+	+	+	--	--	+*	--	3	0	67	0	--
U OF LAVERNE (1)	49.1	39.8	32.7	--	--	39.5	5.1	76	36	41	32	9.4
U OF SAN DIEGO (1)	71.9	53.3	45.2	35.2	--	57.5	1.7	265	38	60	0	15.0
U OF SAN FRANCISCO (1)	68.1	53.5	45.0	36.9	--	55.7	0.9	252	38	57	4	16.5
U OF SOUTHERN CA (1)	80.6	57.7	48.5	41.2	--	65.5	4.3	1,013	20	72	13	18.8
U OF THE PACIFIC (4)	55.1	39.2	36.8	32.5	--	47.3	--	252	26	67	28	--
U OF THE PACIFIC-MCGEORGE SCHL OF LAW (4)	89.5	70.5	+	33.9	--	79.9*	--	38	24	61	21	--
WESTERN I FOR SOCIAL RESEARCH (1)	--	--	--	--	--	--	--	0	--	--	100	--
WESTMINSTER THEOL SEM IN CA (1)	--	--	--	--	--	--	--	0	--	--	100	--
WORLD U OF AMERICA (4)	--	--	--	--	--	--	--	0	--	--	--	--

COLORADO

Public Institutions

AA

AIMS CC (1)	38.9	34.3	29.7	25.3	--	32.6	2.3	112	46	0	3	9.1
ARAPAHOE CC (1)	--	--	--	--	31.9	31.9	3.0	121	53	0	0	6.4
CO MOUNTAIN C (1)	38.4	31.8	27.8	24.2	--	33.0*	--	67	33	0	0	6.9
CO NORTHWESTERN CC (1)	--	--	--	--	34.3	34.3	-1.4	30	40	73	30	8.4
CC OF AURORA (1)	--	--	--	--	30.9	30.9	1.7	17	53	53	37	7.7
CC OF DENVER (1)	--	--	--	--	29.3	29.3	-3.4	104	58	0	19	6.1
FRONT RANGE CC (1)	--	--	--	--	31.3	31.3	0.1	154	47	86	0	6.2
LAMAR CC (1)	--	--	--	--	32.8	32.8	4.3	22	36	73	12	7.3
MORGAN CC (1)	--	--	--	--	30.4	30.4	5.8	20	55	85	31	7.5
NORTHEASTERN JR C (1)	--	--	--	--	31.4	31.4	5.9	60	40	100	0	6.7
OTERO JR C (1)	--	--	--	--	32.3	32.3	0.8	27	41	0	0	7.5
PIKES PEAK CC (1)	--	--	--	--	34.5	34.5	3.8	117	39	80	0	7.9
PUEBLO CC (1)	--	--	--	--	29.2	29.2	2.8	87	54	0	13	6.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
RED ROCKS CC (1)	--	--	--	--	31.8	31.8	-1.7	71	34	66	0	7.2
TRINIDAD STATE JR C (1)	--	--	--	--	28.3	28.3	-0.4	46	30	0	6	6.5
BA												
FORT LEWIS C (1)	43.9	38.5	34.2	28.4	--	39.4*	--	165	32	68	0	6.8
MESA STATE C (1)	42.9	35.3	29.7	22.4	--	34.1*	--	144	35	54	1	7.4
METROPOLITAN STATE C OF DENVER (1)	48.0	40.6	35.1	27.7	--	41.9*	--	370	33	69	0	8.4
WESTERN STATE C CO (1)	46.3	38.0	32.4	24.3	--	39.2*	--	107	23	64	0	8.8
BA+												
ADAMS STATE C (1)	43.6	35.6	32.1	28.8	--	36.0	-3.0	98	33	56	0	8.4
U OF SOUTHERN CO (1)	47.4	42.2	36.0	23.3	--	39.7	1.3	170	28	56	0	7.1
Doctoral												
CO SCHL OF MINES (1)	64.7	49.4	47.1	43.3	--	56.7	3.3	169	15	79	3	12.6
CO STATE U (1)	59.8	44.8	40.6	--	--	51.5	3.5	748	19	77	19	9.9
U OF CO AT BOULDER (1)	64.6	49.5	42.1	29.5	--	53.0	-2.1	1,051	24	66	3	12.3
U OF CO AT CO SPRINGS (1)	52.2	42.2	38.5	38.6	--	45.1	5.1	161	23	70	0	--
U OF CO AT DENVER (1)	59.6	45.3	40.8	31.8	--	46.7	0.7	368	31	49	0	11.3
U OF CO HLTH SCIENCES CTR (1)	+	59.1	45.4	--	--	51.6*	16.0	38	100	29	96	14.9
U OF NORTHERN CO (1)	48.0	39.0	33.3	24.0	31.0	38.5	-1.7	467	40	54	0	7.3
Private Institutions												
BA												
INTERIOR DESIGN INST (1)	--	--	--	--	--	--	--	--	--	--	--	--
NAZARENE BIBLE C (1)	30.7	+	27.7	--	--	29.0*	--	15	27	0	0	14.4
TEIKYO LORETTO HEIGHTS U (1)	--	+	32.5	28.5	--	31.8*	0.9	27	26	0	0	7.0
BA+												
BETH EL C OF NURSING (1)	--	43.1	37.4	33.7	--	39.5	1.4	14	100	0	0	8.8
C FOR FINANCIAL PLANNING (1)	--	--	--	--	--	--	--	0	--	--	100	--
CO CHRISTIAN U (5)	25.9	30.0	25.1	23.6	--	25.9*	13.2	32	25	0	0	6.8
CO C (1)	61.3	48.8	39.8	41.4	--	52.6*	--	134	30	72	0	14.1
REGIS U (1)	48.8	43.9	33.5	36.1	+	41.5*	3.6	79	46	57	9	9.8
ST THOMAS SEM (1)	--	+	+	--	+	+*	--	11	45	0	0	--
THE NAROPA INST (1)	--	--	+	--	--	+*	--	1	0	0	96	--
YESHIVA TORAS CHAIM TALMUDICAL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
Doctoral												
DENVER CONSERVATIVE BAPTIST SEM (1)	60.2	45.2	40.8	--	--	50.7*	45.8	16	19	69	0	11.3
ILIFF SCHL OF THEOLOGY (1)	58.7	46.7	+	--	--	55.9*	2.7	18	28	56	0	11.1
U OF DENVER (1)	62.5	47.5	43.2	32.3	--	50.7*	--	353	28	63	7	11.0
CONNECTICUT												
Public Institutions												
AA												
ASNUNTUCK COMM-TECH C (1)	51.2	+	36.7	--	--	46.6*	1.8	26	42	73	0	15.3
CAPITAL COMM-TECH C (1)	57.5	49.2	42.1	35.2	--	48.9*	--	72	38	76	1	16.1
GATEWAY COMM-TECH C (1)	56.0	48.6	42.7	33.8	--	46.7	6.5	78	32	74	0	14.9
HOUSATONIC COMM-TECH C (1)	56.3	48.3	35.9	33.5	--	49.4*	2.7	43	26	77	0	15.7
MANCHESTER COMMUNITY TECH C (1)	55.6	44.1	39.2	34.5	--	46.2	8.1	95	48	76	2	15.0
MIDDLESEX COMM-TECH C (1)	55.6	46.4	38.0	32.4	--	47.5*	--	47	47	68	0	14.6
NAUGATUCK VALLEY COMM-TECH C (1)	55.5	47.1	40.4	34.1	--	47.4	4.0	106	36	73	5	15.5
NORTHWESTERN CT COMM-TECH C (1)	54.2	44.0	38.8	35.3	--	46.8*	--	36	36	81	0	15.7
NORWALK COMM-TECH C (1)	55.7	47.4	41.4	38.6	--	47.3	1.9	63	56	71	0	15.3
QUINEBAUG VALLEY COMM-TECH C (1)	52.2	+	37.5	--	--	44.9*	9.0	18	50	56	0	15.3
THREE RIVERS COMM-TECH C (1)	57.1	49.2	41.7	33.0	--	47.2	8.7	77	39	73	1	15.8
TUNXIS COMM-TECH C (1)	56.3	47.6	39.3	34.0	--	45.8*	2.4	47	55	66	2	14.2
BA												
U.S. COAST GUARD ACADEMY (1)	68.3	56.3	50.1	--	--	60.8*	--	38	18	66	0	0.0
BA+												
CENTRAL CT STATE U (1)	66.6	53.4	39.7	33.9	--	51.8	6.9	390	33	57	0	16.0
EASTERN CT STATE U (1)	65.0	51.5	40.0	--	--	53.5	3.8	127	35	71	0	18.1
SOUTHERN CT STATE U (1)	64.8	51.6	38.6	34.2	--	52.5	5.5	387	36	69	1	16.0
WESTERN CT STATE U (1)	65.8	52.9	43.3	--	--	57.8*	--	178	40	71	0	18.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Doctoral												
U OF CT (4)	75.7	57.3	46.8	43.7	--	63.0*	--	1,044	25	74	0	--
Private Institutions												
AA												
MITCHELL C (1)	--	--	34.4	--	--	34.4*	--	24	42	92	0	--
BA												
BRIDGEPORT ENGINEERING INST (1)	--	--	--	--	--	--*	--	0	--	--	100	--
TEIKYO POST U (1)	46.1	41.4	36.8	--	--	41.0*	--	26	42	0	0	--
BA+												
ALBERTUS MAGNUS C (1)	38.1	33.4	29.1	--	--	34.9*	--	24	54	54	0	--
CT C (1)	61.9	46.1	36.6	31.5	--	50.0*	--	140	38	69	0	15.5
FAIRFIELD U (1)	68.5	54.5	45.2	35.2	--	54.7*	--	192	36	72	0	17.6
QUINNIPIAC C (1)	69.9	54.5	41.0	33.1	--	56.3	--	181	33	63	13	15.9
SACRED HEART U (1)	54.6	44.4	37.4	32.4	--	43.5	5.7	111	45	52	0	11.8
ST JOSEPH C (1)	54.5	45.7	33.6	--	--	42.4	-0.7	59	66	56	11	8.5
THE HARTFORD GRAD CTR (1)	72.0	60.7	54.3	--	--	62.7*	7.6	31	13	0	0	15.1
TRINITY C (1)	70.6	50.1	39.4	36.4	--	55.0	2.8	146	36	68	0	15.4
Doctoral												
HARTFORD SEM (1)	--	--	--	--	--	--*	--	0	--	--	100	--
U OF BRIDGEPORT (1)	50.3	43.6	36.0	--	--	43.7*	2.9	84	17	58	7	--
U OF HARTFORD (1)	53.0	44.6	38.2	33.2	--	44.1*	--	318	28	56	4	11.0
U OF NEW HAVEN (1)	52.3	44.9	40.1	32.8	--	47.1*	--	149	15	69	2	12.5
WESLEYAN U (1)	73.4	50.4	42.3	--	--	60.0*	3.6	254	30	68	0	16.3
YALE U (1)	93.0	52.6	44.9	40.2	--	71.9	5.0	717	22	56	7	15.7
DELAWARE												
Public Institutions												
AA												
DE TECH & COMM COLL-STANTON-WILMINGTON (1)	--	--	--	--	40.0	40.0	2.2	89	67	0	33	11.9
DE TECH & CC-SOUTHERN (1)	--	--	--	--	39.9	39.9	3.6	49	65	0	31	12.6
DE TECH & CC-TERRY (1)	--	--	--	--	40.3	40.3	3.9	23	61	0	43	13.0
BA+												
DE STATE U (1)	52.5	41.6	34.5	25.6	18.0	36.2*	--	152	44	35	14	7.5
Doctoral												
U OF DE (1)	71.4	53.3	42.3	30.2	--	54.3*	--	800	33	64	11	16.1
Private Institutions												
BA												
WESLEY C (1)	44.8	37.3	33.4	--	--	37.7*	--	49	41	39	0	8.0
WIDENER U-DE CAMPUS (1)	81.9	66.8	61.7	36.6	--	65.2	--	56	38	38	5	--
BA+												
GOLDEY-BEACOM C (1)	49.2	40.5	+	--	--	43.6*	--	26	46	0	0	11.2
Doctoral												
WILMINGTON C (1)	--	--	--	--	--	--	--	0	--	--	100	--
DISTRICT OF COLUMBIA												
Public Institutions												
BA+												
DEFENSE INTELLIGENCE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF THE DC (1)	55.9	47.6	39.0	34.3	--	49.1	4.2	400	31	0	0	12.5
Private Institutions												
BA												
CORCORAN SCHL OF ART (1)	--	--	--	--	--	--	--	0	---	--	100	--
BA+												
DE SALES SCHL OF THEOLOGY (1)	+	+	+	--	+	+*	--	5	40	0	58	0.0
MOUNT VERNON C (1)	+	38.5	28.6	--	--	31.4*	0.1	24	71	33	23	9.0
SOUTHEASTERN U (1)	--	--	--	--	--	--	--	0	--	--	100	--
TRINITY C (1)	43.9	36.2	29.3	--	--	34.6*	3.3	47	79	49	0	6.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Doctoral												
AMERICAN U (1)	73.6	51.2	41.1	28.0	--	54.7	0.3	446	31	61	0	11.8
CATHOLIC U OF AMERICA (1)	61.1	44.9	38.5	30.1	26.1	47.9	2.8	380	30	65	0	8.6
GALLAUDET U (1)	61.5	47.2	39.8	32.0	+	46.8*	3.2	208	60	53	20	15.0
GEORGE WA U (1)	72.9	54.1	44.7	27.2	--	60.9*	--	610	29	65	4	12.2
GEORGETOWN U (1)	85.9	55.1	42.6	37.1	--	62.3	2.9	508	30	62	4	16.8
HOWARD U (1)	65.0	47.7	39.5	32.6	--	47.7	--	743	39	56	17	11.3
WESLEY THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
FLORIDA												
Public Institutions												
AA												
BREVARD CC (1)	37.8	34.3	31.4	26.6	--	32.1	1.2	232	42	75	0	14.3
BROWARD CC (5)	--	--	--	--	39.1	39.1	7.1	311	41	77	0	12.7
CENTRAL FL CC (1)	--	--	--	31.6	39.4	31.9*	--	97	46	55	0	8.9
CHIPOLA JR C (1)	--	--	--	--	32.4	32.4	1.2	66	55	76	0	9.5
DAYTONA BEACH CC (1)	--	--	--	--	33.2	33.2	8.5	197	41	82	0	10.5
EDISON CC (1)	--	--	--	--	36.0	36.0	5.3	98	47	76	0	10.5
FL CC AT JACKSONVILLE (1)	36.3	--	--	--	--	36.3	-0.5	384	52	73	0	5.9
FL KEYS CC (1)	--	--	--	--	29.4	29.4	-0.3	35	26	71	0	10.8
GULF COAST CC (1)	40.2	41.8	33.7	30.4	27.1	36.3*	--	90	49	78	0	9.9
HILLSBOROUGH CC (1)	41.6	35.2	31.7	25.3	31.2	34.4*	--	222	47	79	0	11.7
INDIAN RIVER CC (1)	50.1	45.8	38.5	32.8	--	40.2	2.4	120	45	73	0	12.8
LAKE CITY CC (1)	--	--	--	--	30.0	30.0	5.0	58	41	83	0	9.1
LAKE-SUMTER CC (1)	--	--	--	--	31.4	31.4	1.1	41	49	76	0	11.1
MANATEE CC (1)	43.3	34.0	28.1	23.5	+	32.0*	2.8	137	47	84	0	9.7
MIAMI-DADE CC (1)	47.8	38.1	31.6	27.0	--	39.6	8.0	814	44	81	0	13.3
NORTH FL JR C (1)	--	--	--	--	32.9	32.9	9.2	29	48	86	0	10.7
OKALOOSA-WALTON CC (1)	--	--	--	--	34.1	34.1	-1.2	76	45	68	0	6.1
PALM BEACH CC (1)	44.0	39.9	36.0	34.6	+	36.0*	--	179	49	90	0	11.7
PASCO-HERNANDO CC (1)	--	--	--	32.4	21.4	30.7	8.6	82	56	52	0	9.4
PENSACOLA JR C (1)	39.8	35.5	31.5	28.6	38.5	34.7	5.8	241	46	73	0	9.1
POLK CC (1)	--	--	--	--	31.6	31.6	3.2	95	42	84	0	--
ST JOHNS RIVER CC (1)	--	--	--	--	30.5	30.5	-0.0	69	32	55	0	9.3
ST PETERSBURG JR C (1)	--	--	--	--	35.7	35.7	4.9	295	49	71	0	11.2
SANTA FE CC (1)	--	--	--	--	33.9	33.9	0.8	223	55	86	0	10.4
SARASOTA COUNTY TECH INST (1)	--	--	--	--	31.3	31.3	--	24	50	67	66	8.1
SEMINOLE CC (1)	--	--	--	--	35.3	35.3	3.3	130	48	75	0	8.3
SOUTH FL CC (1)	--	--	--	--	32.3	32.3	-0.2	43	51	81	0	10.1
TALLAHASSEE CC (1)	--	--	--	--	43.5	43.5	2.9	135	53	88	0	11.4
VALENCIA CC (1)	--	--	--	--	36.2	36.2	-1.0	186	51	78	0	5.8
BA+												
THE U OF WEST FL (1)	48.9	39.1	35.0	25.9	--	39.0	2.8	221	28	53	0	11.7
Doctoral												
FL AGRL & MECHANICAL U (1)	52.0	42.6	36.5	29.6	--	42.1	8.5	267	34	53	27	11.6
FL ATLANTIC U (1)	57.8	42.5	39.3	30.9	--	46.3*	--	480	30	53	9	14.0
FL INT'L U (1)	55.2	42.1	39.5	33.1	--	43.4	3.5	684	32	53	11	10.9
FL STATE U (1)	56.1	39.9	37.8	24.9	--	47.2*	--	1,017	26	71	2	14.2
U OF CENTRAL FL (1)	55.5	41.6	37.0	27.1	--	42.8*	--	548	26	61	8	10.5
U OF FL (1)	63.0	41.9	39.3	24.1	--	51.3*	--	1,088	18	75	52	15.3
U OF NORTH FL (1)	49.7	40.2	34.0	27.9	--	40.6	2.8	210	34	69	9	13.8
U OF SOUTH FL (1)	55.3	41.1	37.1	32.9	--	45.5	4.8	789	26	69	20	13.7
Private Institutions												
AA												
FL C (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
BEACON C (1)	--	--	--	--	+	+ *	--	1	100	100	50	--
BETHUNE COOKMAN C (1)	36.2	33.9	30.7	24.1	--	28.9*	--	105	43	8	16	--
CLEARWATER CHRISTIAN C (1)	27.0	23.9	--	--	--	24.8*	--	20	25	0	0	8.2
ECKERD C (1)	53.4	42.4	35.7	--	--	43.6	5.6	87	26	66	0	12.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
EDWARD WATERS C (4)	+	23.4	22.1	19.7	+	21.6*	--	34	26	12	19	--
FLAGLER C (1)	38.9	36.5	32.7	29.9	--	35.5*	--	44	27	0	0	8.8
FL BAPTIST THEOL C (1)	--	--	+	--	--	+*	--	2	50	100	85	--
FL BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
FL CHRISTIAN C INC (1)	--	--	--	--	--	--	--	0	--	--	100	--
FL MEMORIAL C (1)	38.6	31.7	28.8	25.2	--	29.7*	--	63	30	0	5	5.2
HOBE SOUND BIBLE C (4)	+	+	+	--	--	+*	--	6	33	67	0	--
JONES C JACKSONVILLE (1)	--	--	--	--	--	--	--	0	--	--	100	--
NORTHWOOD U-FL EDUCATION CTR (1)	+	28.3	29.6	--	--	28.8*	3.9	10	50	0	0	--
PENSACOLA BIBLE INST (4)	+	+	+	--	--	+*	--	4	25	50	0	--
RINGLING SCHL OF ART & DESIGN (1)	--	--	--	--	21.8	21.8	-31	78	36	0	0	5.8
ST LEO C (1)	36.3	31.9	28.1	23.2	+	30.9*	--	68	35	72	0	7.6
SOUTHEASTERN C ASSEMB OF GOD (1)	34.2	30.1	26.4	--	--	31.3*	--	39	23	46	0	7.9
SPURGEON BAPTIST BIBLE C (1)	+	+	--	--	--	+*	-24	3	33	0	40	--
TRINITY BAPTIST C (4)	42.7	35.1	29.9	--	--	35.9*	--	12	25	58	0	--
TRINITY C AT MIAMI (1)	+	+	32.6	--	--	32.6*	5.2	6	50	0	0	6.4
WARNER SOUTHERN C (1)	29.7	--	24.7	--	--	26.2*	--	15	13	27	17	5.4
WEBBER C (1)	--	+	--	--	--	+*	--	2	50	0	86	--
BA+												
EMBRY-RIDDLE AERONAUTICAL U (1)	45.8	36.9	31.4	20.0	--	36.0*	--	255	10	40	15	8.0
FL SOUTHERN C (1)	44.0	36.9	33.1	26.3	--	36.9	3.7	96	29	7	0	9.7
INT'L C (1)	--	--	--	--	--	--	--	0	--	--	100	--
JACKSONVILLE U (1)	41.4	35.1	34.0	17.9	--	36.2	4.4	107	34	60	0	7.6
LYNN U (1)	41.8	34.8	30.6	--	--	35.3*	--	38	45	3	0	31.6
PALM BEACH ATLANTIC C (1)	--	--	--	--	--	--	--	0	--	--	100	--
ROLLINS C (5)	54.2	42.0	32.1	23.4	--	45.8*	--	154	34	75	0	10.8
ST JOHN VIANNEY C SEM (1)	--	--	30.8	--	--	30.8*	--	4	25	0	0	9.8
ST THOMAS U (1)	49.8	51.6	36.2	28.1	--	43.6*	4.1	88	35	19	1	0.0
ST VINCENT DE PAUL REGIONAL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
STETSON U (1)	62.2	43.7	37.0	--	66.3	48.0*	3.5	185	30	59	0	12.8
TRINITY C OF FL (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF TAMPA (1)	--	--	--	--	--	--	--	0	--	--	100	--
Doctoral												
BARRY U (1)	48.2	42.5	34.7	26.2	--	38.8	2.9	154	49	0	28	8.0
CARIBBEAN CTR FOR ADV STUDIES-MIAMI INST PSYCH (1)	+	--	--	--	--	+*	--	1	0	0	86	0.0
CHRISTIAN FAITH C (1)	--	--	--	--	--	--	--	--	--	--	--	--
CHRISTIAN INT'L (4)	42.2	34.6	29.6	24.6	--	33.7	--	70	37	46	0	--
EVANGELICAL BIBLE SEM (4)	--	--	--	--	--	--	--	0	--	--	--	--
FL INST OF TECHNOLOGY (4)	78.2	53.6	45.2	31.0	--	61.7*	--	203	24	66	13	--
INT'L SEM (4)	42.2	34.6	29.6	24.6	--	33.7	--	70	37	46	0	--
LANDMARK BAPTIST C (1)	--	--	--	--	--	--	--	--	--	--	--	--
NOVA U-FT LAUDERDALE (5)	72.2	43.5	39.8	38.6	--	53.6*	--	84	33	31	48	9.7
TALMUDIC C OF FL (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF MIAMI (1)	70.3	51.0	42.3	24.6	--	52.2	5.1	650	26	58	15	14.6
U OF SARASOTA (1)	--	--	--	--	--	--	--	0	--	--	100	--
GEORGIA												
Public Institutions												
AA												
ABRAHAM BALDWIN AGRL C (1)	38.8	35.5	29.9	27.5	--	31.8	2.0	87	59	49	14	10.2
ATHENS AREA TECH INST (1)	--	--	--	--	30.9	30.9	-23	12	67	17	84	8.2
ATLANTA METROPOLITAN C (1)	37.9	35.2	32.4	28.7	--	34.1*	--	46	50	72	8	10.0
AUGUSTA TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
BAINBRIDGE C (1)	37.8	34.3	+	28.3	--	34.5*	3.2	19	47	74	42	10.2
BEN HILL-IRWIN TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
BRUNSWICK C (1)	42.7	32.6	32.2	27.2	--	30.8*	-0.9	46	48	30	25	9.1
CHATTAHOOCHEE TECH INST (1)	--	--	--	--	42.7	42.7*	--	5	60	0	88	11.6
COLUMBUS TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
COOSA VALLEY TECH INST (1)	--	--	--	--	+	+*	--	1	100	100	97	--

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
DALTON C (1)	+	37.8	30.8	28.3	--	31.3*	--	78	47	32	14	10.2
DARTON C (1)	38.2	34.1	32.4	28.9	--	32.9*	--	61	56	52	13	9.6
DEKALB C (1)	43.3	38.5	30.7	27.6	--	32.2	1.4	304	61	31	8	9.4
DEKALB TECH INST (1)	--	--	--	--	+	+*	--	1	0	100	99	0.0
EAST GA C (1)	+	37.8	33.4	--	--	34.9*	--	17	18	35	11	9.9
FLINT RIVER TECH INST (1)	--	--	--	--	+	+*	-13	3	67	0	88	6.3
FLOYD C (1)	41.4	33.9	31.4	26.0	--	32.2*	--	50	58	32	25	9.5
GAINESVILLE C (1)	42.5	35.4	30.5	25.7	--	32.6	1.9	83	57	48	3	9.3
GA MILITARY C-FORT GORDON CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
GA MILITARY C-KINGS BAY CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
GA MILITARY C-MAIN CAMPUS (1)	+	+	26.7	--	--	26.7*	2.3	12	58	0	0	5.4
GA MILITARY C-MOODY CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
GA MILITARY C-ROBINS AF BASE CTR (1)	--	--	--	--	--	--	--	--	--	--	--	--
GORDON C (1)	41.0	35.6	30.1	23.8	--	30.5	4.5	66	64	18	6	8.7
GWINNETT TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
HEART OF GA TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
LANIER TECH INST (1)	--	--	--	--	27.7	27.7	9.6	9	56	0	79	7.3
MACON C (1)	41.1	34.9	31.2	26.5	--	32.0	2.1	131	55	37	7	9.0
MACON TECH INST (5)	--	--	--	--	--	--	--	0	--	--	100	--
MACON TECH INST-MILLEDGEVILLE (?	--	--	--	--	--	--	--	--	--	--	--	--
MIDDLE GA C (1)	40.2	35.9	30.0	26.2	--	32.9	1.4	54	39	54	13	11.6
MOULTRIE AREA TECH INST (1)	--	--	--	--	+	+*	--	1	100	0	97	--
NORTH GA TECH INST (1)	--	--	--	--	+	+*	--	1	100	0	98	0.0
OGEECHEE TECH INST (1)	--	--	--	--	+	+*	--	2	100	0	90	--
OKEFENOKEE TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
PICKENS TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAVANNAH TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
SOUTH GA C (1)	+	37.3	32.5	22.4	--	30.8*	--	39	49	41	13	9.6
SOUTH GA TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
SWAINSBORO TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
THOMAS TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
VALDOSTA TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
WALKER TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
WAYCROSS C (1)	--	37.2	33.1	--	--	34.1*	0.1	16	50	25	16	10.0
WEST GA TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
ARMSTRONG STATE C (1)	46.0	36.2	31.2	24.5	--	34.2*	--	189	50	42	6	8.5
CLAYTON STATE C (1)	48.4	37.0	34.3	29.7	--	37.5	0.3	98	58	41	20	10.0
BA+												
ALBANY STATE C (1)	42.9	39.4	33.4	26.6	--	36.5*	--	120	41	58	13	10.3
AUGUSTA C (1)	48.1	40.7	34.0	27.1	--	37.8	-0.8	182	44	44	2	10.5
COLUMBUS C (1)	45.2	37.3	33.0	--	--	39.5*	--	166	38	69	7	11.8
FORT VALLEY STATE C (1)	48.1	40.0	33.7	29.1	--	37.3	3.5	96	44	56	32	10.6
GA C (1)	43.7	39.9	34.0	27.7	--	37.3*	--	146	45	44	18	10.6
GA SOUTHWESTERN C (1)	43.9	39.3	32.4	--	--	37.9*	--	102	31	63	10	0.0
KENNESAW STATE C (1)	52.3	42.8	35.3	26.8	--	39.9	3.2	350	49	42	0	11.0
NORTH GA C (1)	44.9	38.2	33.4	--	--	37.4*	6.7	116	41	48	13	10.8
SAVANNAH STATE C (1)	44.9	37.0	35.2	29.5	--	38.2	-2.2	139	33	47	4	12.5
SOUTHERN C OF TECHNOLOGY (1)	45.2	38.6	36.0	--	--	39.5*	2.0	136	19	57	13	11.3
VALDOSTA STATE U (1)	47.0	38.8	34.8	29.7	--	38.9	2.4	249	34	55	20	10.8
WEST GA C (1)	44.8	38.8	35.3	26.3	--	37.8	0.6	246	36	53	10	10.4
Doctoral												
GA INST OF TECHNLGY MAIN CAMPUS (1)	64.9	51.3	46.4	23.6	--	53.2*	--	498	12	57	20	14.8
GA SOUTHERN U (1)	49.7	39.9	32.7	25.2	--	35.1	1.7	570	42	37	8	8.3
GA STATE U (1)	65.4	47.2	39.2	28.8	--	49.2	2.9	689	31	60	13	12.1
MEDICAL C OF GA (1)	50.4	45.9	36.3	30.2	--	37.0*	--	50	90	24	74	11.1
U OF GA (1)	61.8	44.7	37.3	24.0	--	47.1*	--	1,009	27	65	39	11.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Private Institutions												
AA												
ANDREW C (1)	31.0	26.5	+	- -	- -	29.1*	7.0	10	80	60	44	- -
GUPTON JONES C OF FUNERAL SERV (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
TRUETT-MCCONNELL C (1)	- -	- -	- -	- -	24.9	24.9	1.5	27	52	0	0	6.9
YOUNG HARRIS C (1)	- -	- -	- -	- -	33.7	33.7	16.6	26	42	85	10	- -
BA												
ATLANTA CHRISTIAN C (1)	33.6	27.9	- -	- -	- -	31.5*	- -	9	44	0	50	0.3
BEULAH HEIGHTS BIBLE C (1)	+	- -	- -	- -	- -	+ *	- -	1	0	0	0	- -
BREWTON-PARKER C (1)	36.4	32.6	28.8	25.3	- -	30.8*	6.5	55	36	42	5	6.5
CARVER BIBLE INST & C (4)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	- -	- -
EMMANUEL C (1)	29.1	24.5	27.0	23.7	- -	25.6*	- -	28	43	0	0	4.1
GA BAPTIST C OF NURSING (1)	+	46.0	42.5	37.1	- -	40.1*	- -	25	100	0	11	0.0
MOREHOUSE C (1)	50.9	41.9	33.2	27.7	- -	38.2	8.7	153	30	37	1	0.0
MORRIS BROWN C (4)	42.2	34.6	29.6	24.6	- -	33.9	- -	113	36	47	0	- -
PAINE C (4)	31.9	28.8	25.7	22.2	- -	27.0*	- -	39	46	15	15	- -
PIEDMONT C (4)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
REINHARDT C (1)	34.1	31.4	23.8	23.6	- -	28.0*	3.1	30	50	33	3	6.1
SPELMAN C (4)	42.2	34.6	29.6	24.6	- -	33.8	- -	112	37	46	0	- -
THOMAS C (1)	+	- -	- -	- -	- -	+ *	- -	2	0	0	87	- -
TOCCOA FALLS C (1)	31.7	27.8	25.8	- -	- -	26.7*	- -	40	20	18	0	9.1
WESLEYAN C (1)	44.1	34.4	27.7	27.9	- -	31.8*	- -	41	54	41	5	6.9
BA+												
AGNES SCOTT C (1)	52.7	42.1	35.6	30.0	- -	42.6	2.6	66	59	64	0	10.2
ATLANTA C OF ART (1)	45.1	34.9	- -	- -	+	39.1*	- -	23	30	57	0	7.7
BERRY C (1)	52.4	40.3	34.2	32.6	- -	40.2*	- -	80	29	41	13	- -
BRENAU U (1)	43.7	32.7	27.6	- -	20.9	30.3*	- -	58	62	0	19	5.4
COVENANT C (1)	42.9	36.8	30.4	- -	- -	38.8*	- -	39	5	49	0	9.5
LA GRANGE C (1)	40.1	33.9	29.4	- -	- -	34.8*	2.2	57	33	46	2	7.2
LIFE C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
OGLETHORPE U (1)	51.6	44.7	33.1	- -	44.4	45.7*	8.5	44	18	64	0	9.6
SAVANNAH C OF ART & DESIGN (4)	42.2	34.6	29.6	24.6	- -	33.9	- -	117	36	47	0	- -
SHORTER C (1)	37.0	30.8	29.4	27.8	- -	32.0*	- -	55	25	51	0	6.2
Doctoral												
CLARK ATLANTA U (4)	51.9	40.2	32.5	24.9	34.3	36.5*	- -	245	38	29	2	- -
COLUMBIA THEOL SEM (1)	45.0	+	+	- -	- -	45.0*	3.5	18	17	72	0	- -
EMORY U (1)	80.2	54.4	45.4	35.3	- -	61.8	5.8	470	28	66	14	15.4
INST OF PAPER SCI & TECHNOLOGY (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
INTERDENOMINATIONAL THEOL CTR (1)	44.2	36.0	+	- -	- -	39.3*	- -	21	24	57	0	9.7
LUTHER RICE SEM (4)	79.5	53.7	45.4	- -	- -	63.7*	- -	43	21	72	7	- -
MERCER U (1)	54.2	41.5	34.9	24.6	- -	42.4	3.9	201	27	57	18	10.7
HAWAII												
Public Institutions												
AA												
HI CC (1)	53.7	45.0	37.9	36.6	- -	43.3	0.1	76	46	68	11	12.4
HONOLULU CC (1)	51.6	46.4	41.5	37.8	- -	43.2	-0.8	122	37	60	3	12.4
KAPIOLANI CC (1)	53.2	48.6	39.1	37.1	- -	41.8	-2.0	129	56	49	18	12.1
KAUAI CC (1)	51.0	46.2	41.9	37.9	- -	41.5*	- -	54	41	59	4	12.1
LEEWARD CC (1)	52.3	46.6	39.3	35.5	- -	44.0	-0.9	138	46	70	1	12.5
MAUI CC (1)	55.3	47.3	42.9	37.6	- -	43.9	0.2	58	50	60	15	12.5
WINDWARD CC (1)	49.5	+	40.5	37.0	- -	42.1*	- -	43	42	63	2	12.2
BA												
U OF HI AT WEST OAHU (1)	51.3	42.7	39.6	- -	- -	44.3*	-1.5	20	30	50	0	12.8
BA+												
U OF HI AT HILO (1)	57.3	45.5	42.6	28.4	- -	46.6	-1.6	99	32	64	30	13.0
Doctoral												
U OF HI AT MANOA (1)	70.8	52.7	45.8	35.0	- -	56.3	-0.5	895	33	61	19	14.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Private Institutions												
BA												
BRIGHAM YOUNG U-HI CAMPUS (1)	59.7	52.1	44.1	34.6	--	47.8	--	91	20	62	18	15.0
BA+												
CHAMINADE U OF HONOLULU (1)	42.7	37.4	31.2	--	--	37.3*	--	57	47	56	3	8.0
HI PACIFIC U (1)	--	--	--	--	--	--	--	0	--	--	100	--
ORIENTAL MEDICAL INST OF HI (4)	--	--	--	--	--	--	--	0	--	--	--	--
REDEMPTION BIBLE C (4)	+	--	--	--	--	+ *	--	1	0	100	0	--
Doctoral												
INT'L C & GRAD SCHL (1)	--	--	--	--	--	--	--	--	--	--	--	--
IDAHO												
Public Institutions												
AA												
C OF SOUTHERN ID (1)	40.2	34.9	29.6	27.2	--	32.8*	--	65	45	0	29	9.3
NORTH ID C (1)	--	--	--	--	34.9	34.9	4.3	99	45	70	4	10.3
BA												
LEWIS-CLARK STATE C (1)	38.9	32.6	29.2	--	--	33.7*	--	106	34	58	4	9.8
BA+												
BOISE STATE U (1)	44.8	39.1	35.2	29.9	30.8	39.4*	--	403	29	72	6	10.5
Doctoral												
ID STATE U (1)	46.7	37.4	33.6	27.6	--	37.7	2.0	350	30	55	24	10.4
U OF ID (1)	50.8	41.1	38.2	28.3	--	43.5*	--	383	20	67	30	11.0
Private Institutions												
AA												
RICKS C (1)	--	--	--	--	39.0	39.0	--	304	14	84	0	15.1
BA												
BOISE BIBLE C (1)	35.3	+	--	--	--	35.3*	--	5	0	0	17	6.5
BA+												
ALBERTSON C OF ID (1)	+	--	--	--	--	+ *	--	1	0	100	98	--
NORTHWEST NAZARENE C (1)	--	--	--	--	34.1	34.1	7.5	70	24	0	1	10.6
ILLINOIS												
Public Institutions												
AA												
BELLEVILLE AREA C (4)	--	--	--	--	45.6	45.6	--	104	35	86	5	--
BLACK HAWK C-EAST CAMPUS (4)	+	+	+	--	45.2	45.2*	--	17	41	47	11	--
BLACK HAWK C-QUAD CITIES (4)	47.8	42.0	35.2	30.1	45.2	42.5*	--	151	42	41	15	--
CARL SANDBURG C (1)	--	--	--	--	34.5	34.5	4.1	54	52	81	0	3.0
CITY CS OF CHICAGO-CHICAGO CITY-WIDE C (2)	--	--	--	--	--	--	--	--	--	--	--	--
CITY CS OF CHICAGO-HAROLD WA C (5)	--	--	--	--	48.9	48.9	-5.1	196	48	74	0	0.0
CITY CS OF CHICAGO-TRUMAN C (1)	--	--	--	--	49.9	49.9	3.7	144	46	89	0	0.0
CITY CS OF CHIC-KENNEDY-KING (1)	--	--	--	--	51.5	51.5	3.7	94	46	85	0	0.0
CITY CS OF CHICAGO-MALCOLM X C (1)	--	--	--	--	50.3	50.3	3.1	86	56	88	0	0.0
CITY CS OF CHICAGO-OLIVE-HARVEY (1)	--	--	--	--	53.4	53.4	1.6	100	38	95	0	0.0
CITY CS OF CHICAGO-DALEY C (1)	--	--	--	--	54.4	54.4	3.8	111	32	99	0	0.0
CITY CS OF CHICAGO-WRIGHT C (1)	--	--	--	--	54.4	54.4	2.5	115	35	98	0	0.0
C OF DU PAGE (1)	--	--	--	--	49.5	49.5	--	288	43	75	0	2.9
C OF LAKE COUNTY (1)	--	--	--	--	59.4	59.4	3.0	163	37	80	0	0.5
DANVILLE AREA CC (1)	--	--	--	--	33.5	33.5	2.7	54	43	91	2	3.0
ELGIN CC (1)	--	--	--	--	52.7	52.7	5.8	102	45	87	0	2.8
HIGHLAND CC (1)	--	--	--	--	40.9	40.9	9.0	48	29	81	0	2.5
IL CENTRAL C (1)	--	--	--	--	41.0	41.0	3.3	175	34	92	4	1.0
IL EASTERN CCC-OLNEY CNTL C (5)	--	--	--	--	31.5	31.5	3.2	95	42	80	13	--
IL VALLEY CC (1)	--	--	--	--	39.0	39.0	--	73	37	82	0	1.3
JOHN A LOGAN C (1)	--	--	--	--	40.3	40.3	--	87	44	79	0	2.3
JOHN WOOD CC (1)	--	--	--	--	24.9	24.9	4.6	17	59	12	62	2.8
JOLIET JR C (1)	--	--	--	--	47.3	47.3	5.5	147	36	78	0	0.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
KANKAKEE CC (1)	--	--	--	--	37.9	37.9	7.2	49	51	84	8	2.9
KASKASKIA C (1)	--	--	--	--	38.9	38.9	5.5	54	35	87	0	2.2
KISHWAUKEE C (1)	--	--	--	--	34.6	34.6	5.0	67	49	90	0	2.6
LAKE LAND C (1)	--	--	--	--	35.9	35.9	7.8	94	38	79	12	5.1
LEWIS AND CLARK CC (1)	--	--	--	--	42.8	42.8	4.0	75	44	88	0	2.3
LINCOLN LAND CC (1)	--	--	--	--	44.4	44.4	1.1	112	40	89	0	3.9
MCHENRY COUNTY C (4)	--	--	--	--	40.4	40.4	--	62	50	68	0	--
MORAINE VALLEY CC (1)	--	--	--	--	45.9	45.9	4.3	161	46	94	0	5.5
MORTON C (1)	--	--	--	--	48.7	48.7	--	52	54	92	0	7.7
OAKTON CC (1)	--	--	--	--	54.6	54.6	4.0	133	53	86	0	2.9
PARKLAND C (1)	--	--	--	--	42.8	42.8	-3.1	146	51	85	0	3.3
PRAIRIE STATE C (1)	--	--	--	--	42.5	42.5	3.0	79	56	87	0	2.2
REND LAKE C (1)	--	--	--	--	37.2	37.2	7.0	59	49	78	2	2.2
RICHLAND CC (1)	--	--	--	--	37.7	37.7	1.9	48	35	81	0	3.4
ROCK VALLEY C (1)	--	--	--	--	43.4	43.4	2.8	128	30	87	6	1.2
SAUK VALLEY CC (1)	--	--	--	--	36.4	36.4	3.2	50	34	82	2	2.0
SHAWNEE CC (1)	--	--	--	--	33.4	33.4	1.7	41	51	56	2	0.5
SOUTH SUBURBAN C (1)	--	--	--	--	48.0	48.0	2.8	112	46	85	0	--
SOUTHEASTERN IL C (1)	--	--	--	--	36.5	36.5	2.6	47	40	79	11	2.1
SPOON RIVER C (1)	--	--	--	--	35.3	35.3	6.2	34	41	85	0	1.7
STATE CC (1)	--	--	--	--	32.7	32.7	7.1	33	64	100	0	0.0
TRITON C (1)	--	--	--	--	51.9	51.9	12.1	189	39	88	0	0.6
WAUBONSEE CC (4)	--	--	--	--	41.1	41.1	--	63	48	83	0	--
WILLIAM RAINEY HARPER C (4)	47.7	42.0	35.2	29.4	45.2	42.5	--	301	42	43	14	--
BA+												
CHICAGO STATE U (1)	43.9	36.3	31.8	21.2	--	33.6	-1.3	325	46	50	7	4.7
EASTERN IL U (1)	43.3	37.0	33.3	22.0	--	35.5	-3.3	526	36	57	6	6.3
GOVERNORS STATE U (1)	--	--	--	--	40.5	40.5	-9.4	6	50	33	96	6.6
NORTHEASTERN IL U (1)	45.3	37.6	35.8	22.8	--	38.7	2.0	306	40	74	8	6.1
SANGAMON STATE U (1)	50.0	43.5	38.1	26.4	--	43.8*	--	155	34	61	5	--
WESTERN IL U (1)	50.4	42.5	35.0	24.1	--	41.5	6.9	570	31	63	6	7.1
Doctoral												
IL STATE U (1)	53.8	43.4	37.3	--	--	45.2	4.7	679	29	65	6	8.0
NORTHERN IL U (1)	56.4	42.9	37.5	22.0	--	43.0	4.8	865	32	61	8	7.4
SOUTHERN IL U-CARBONDALE (1)	55.8	43.4	35.8	25.6	--	41.6	3.9	837	24	59	14	7.7
SOUTHERN IL U-EDWARDSVILLE (1)	49.5	41.8	37.8	27.5	--	42.3	2.7	339	31	70	19	7.5
U OF IL AT CHICAGO (1)	63.7	47.1	41.7	31.0	--	51.3	1.2	838	22	73	26	8.3
U OF IL AT URBANA (1)	68.5	49.4	42.1	36.6	--	57.0	1.4	1,717	18	76	8	8.9
Private Institutions												
AA												
LEXINGTON INST OF HOSPITALITY CAREERS (1)	--	--	--	--	--	--	--	0	--	--	100	--
LINCOLN C (1)	--	--	--	--	33.4	33.4	4.1	34	41	47	0	--
MACCORMAC C (1)	31.4	27.5	25.6	--	--	27.1*	--	19	68	0	0	5.0
MORRISON INST OF TECHNOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
ST AUGUSTINE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SPRINGFIELD C IN IL (1)	--	--	--	--	22.3	22.3	-3.9	13	54	46	0	4.2
BA												
AUGUSTANA C (1)	52.7	42.5	36.2	31.3	--	41.8	1.4	137	37	59	0	9.8
BARAT C (1)	50.7	40.5	33.3	--	--	40.2	9.0	32	59	50	0	7.2
BIBLE MISSIONARY INST (1)	--	--	--	--	--	--	--	--	--	--	--	--
BLESSING RIEMAN C OF NURSING (1)	--	--	39.5	32.8	--	37.3	4.2	9	100	0	0	7.0
EAST-WEST U (1)	--	+	25.2	--	--	25.2*	9.8	7	29	14	0	5.3
ELMHURST C (1)	51.5	41.3	34.6	30.5	--	40.1	3.6	97	42	63	0	10.4
GREENVILLE C (1)	37.1	33.1	29.0	--	--	33.9*	5.2	54	28	69	5	8.5
IL C (1)	51.5	42.4	34.7	26.2	--	42.0*	--	51	24	57	0	--
IL C OF OPTOMETRY (1)	--	--	--	--	--	--	--	0	--	--	100	--
IL WESLEYAN U (1)	56.2	45.0	37.4	32.7	--	44.3	5.7	129	42	64	1	12.7
JUDSON C (1)	39.8	36.0	30.6	--	--	36.5*	--	29	14	45	0	8.0
KENDALL C (1)	+	+	+	--	--	+ *	4.0	9	56	0	53	5.1

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
KNOX C (1)	50.8	41.9	34.2	32.0	--	43.5*	--	77	27	68	0	11.2
LAKEVIEW C OF NURSING (1)	--	--	+	--	--	+ *	--	2	100	0	71	0.0
MACMURRAY C (1)	32.8	26.3	25.5	20.9	--	27.4*	--	39	38	56	43	5.9
MCKENDREE C (1)	43.6	39.7	34.1	31.4	--	38.2*	8.9	46	41	59	2	8.5
MENNONITE C OF NURSING (1)	--	--	32.1	31.0	--	31.7	1.9	11	100	0	0	5.9
MILLIKIN U (1)	48.4	40.9	31.3	27.5	--	38.8*	4.1	124	31	57	0	8.6
MONMOUTH C (1)	44.6	33.9	32.5	--	--	38.4*	--	44	20	70	0	8.2
NAES C (4)	+	--	--	--	--	+ *	--	1	0	100	0	--
PRINCIPIA C (1)	46.5	40.0	35.2	28.6	--	39.9*	--	49	31	0	0	9.5
RAY C OF DESIGN (2)	--	--	--	--	--	--	--	--	--	--	--	--
ROBERT MORRIS C (5)	--	--	--	--	28.1	28.1	10.0	49	71	0	18	7.2
ST FRANCIS MED CTR C OF NURS (1)	--	45.7	41.3	35.3	--	40.7	1.5	17	100	0	0	0.0
ST JOSEPH C OF NURSING (1)	--	--	36.2	21.7	--	30.4	-8.7	15	100	0	0	10.4
SHIMER C (1)	--	--	--	--	19.4	19.4*	--	6	17	0	63	3.8
ST JOHNS C-DEPT OF NURSING (1)	--	--	31.5	--	--	31.5	1.8	3	100	0	83	--
TRINITY CHRISTIAN C (1)	42.7	39.4	34.9	--	--	38.0*	4.4	38	29	39	5	10.0
TRINITY C (1)	37.2	35.1	29.1	--	--	32.6*	3.2	31	29	39	0	--
WEST SUBURBAN C OF NURSING (1)	--	+	35.2	33.6	--	34.7*	--	11	100	0	0	--
BA+												
AURORA U (1)	43.4	37.9	34.2	33.6	--	37.4	5.0	68	53	1	1	7.3
BLACKBURN C (1)	--	--	--	--	30.8	30.8	0.8	25	32	56	0	--
BRADLEY U (1)	57.1	45.9	37.8	28.7	--	44.1*	--	290	29	53	2	8.1
C OF ST FRANCIS (1)	44.1	41.9	34.2	--	--	38.7	1.4	46	48	0	8	9.5
COLUMBIA C (1)	--	--	--	--	42.7	42.7	5.0	167	35	0	2	11.6
CONCORDIA U (1)	39.9	35.1	29.5	--	--	35.2*	--	78	31	53	0	--
EUREKA C (1)	43.1	38.1	32.4	--	--	36.0	6.8	35	31	31	5	--
IL BENEDICTINE C (1)	46.3	39.5	31.5	--	--	40.9	4.1	91	36	68	0	10.0
JOHN MARSHALL LAW SCHL (1)	86.1	68.1	46.7	--	--	74.4	--	48	23	75	0	22.3
KNOWLEDGE SYSTEMS INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
LAKE FOREST C (1)	64.3	47.5	40.2	37.4	--	49.5*	3.7	81	32	57	0	16.7
LEWIS U (1)	46.7	39.2	35.5	29.0	--	38.4	4.4	110	42	45	19	8.6
LINCOLN CHRISTIAN C & SEM (1)	38.1	33.0	31.8	--	--	35.1*	6.6	29	14	100	0	5.9
MOODY BIBLE INST (4)	48.0	38.4	32.5	27.4	--	39.0*	--	82	35	54	0	--
NORTH CENTRAL C (1)	47.3	39.9	34.8	31.3	--	40.0*	--	97	35	54	0	9.5
NORTH PARK C & THEOL SEM (1)	42.6	34.1	28.9	22.1	--	35.9*	--	75	39	67	4	9.2
OLIVET NAZARENE U (1)	39.1	33.5	27.9	--	+	32.9*	--	83	37	51	14	7.1
PARKS C OF ST LOUIS U (1)	58.8	54.2	39.6	--	--	49.7*	4.7	44	14	57	8	10.1
QUINCY U (1)	37.8	37.1	28.5	--	--	35.0*	--	55	16	58	0	8.2
ROCKFORD C (1)	40.7	34.2	30.1	--	--	35.2*	9.9	64	28	53	0	7.7
ROSARY C (1)	44.8	37.8	37.7	--	--	38.8*	3.3	72	53	57	0	8.4
ST XAVIER U (1)	55.1	44.8	38.8	29.8	--	43.7*	--	153	56	57	0	9.7
SCHL OF ART INST OF CHICAGO (1)	--	--	--	--	--	--	--	0	--	--	100	--
VANDERCOOK C OF MUSIC (1)	--	--	--	--	--	--	--	0	--	--	100	--
Doctoral												
ADLER SCHL OF PROF PSYCH (1)	--	--	--	--	--	--	--	0	--	--	100	--
BRISK RABBINICAL C (4)	--	--	--	--	--	--	--	0	--	--	--	--
CATHOLIC THEOL UNION-CHICAGO (1)	39.1	30.6	26.4	--	--	33.6*	--	28	32	61	0	0.0
CHICAGO SCHL OF PROF PSYCH (1)	--	--	11.2	12.6	--	11.8	--	7	57	0	61	0.0
CHICAGO THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
DEPAUL U (1)	70.3	54.3	43.5	34.2	--	52.9	3.9	474	32	58	5	11.8
FOREST INST OF PROF PSYCH (1)	--	--	--	--	--	--	--	0	--	--	100	--
GARRETT-EVANGELICAL THEOL SEM (4)	53.4	44.0	36.5	--	--	44.6*	--	13	31	54	7	--
HEBREW THEOL C (4)	+	+	+	--	--	+ *	--	5	20	60	0	--
IL INST OF TECHNOLOGY (1)	67.3	48.5	44.9	29.4	--	51.3	2.3	267	15	58	6	12.4
LOYOLA U OF CHICAGO (1)	76.8	53.0	43.4	41.9	--	56.2*	--	470	31	68	17	13.7
LUTHERAN SCHL OF THEOL-CHICAGO (1)	--	--	--	--	--	--	--	0	--	--	100	--
MCCORMICK THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
MEADVILLE-LOMBARD THEOL SCHL (4)	+	--	+	--	--	+ *	--	3	33	67	0	--
NATIONAL-LOUIS U (1)	49.0	40.5	33.8	30.1	26.8	35.1	4.0	245	62	31	3	6.5
NORTHERN BAPTIST THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
NORTHWESTERN U (1)	86.0	59.6	49.6	--	--	71.2	4.7	872	19	70	0	15.6

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
ROOSEVELT U (1)	48.4	40.5	35.9	- -	- -	41.9*	- -	152	30	71	0	11.4
SEABURY-WESTERN THEOL SEM (1)	41.2	+	+	- -	- -	41.2*	- -	10	20	60	0	- -
SPERTUS C (1)	+	- -	+	- -	- -	+ *	- -	2	0	50	0	- -
TELSHE YESHIVA-CHICAGO (1)	- -	- -	- -	- -	29.8	29.8	- -	5	0	60	0	- -
TRINITY EVANG DIVINITY SCHL (1)	47.6	38.9	34.8	- -	- -	42.9*	- -	34	9	50	0	- -
U OF CHICAGO (1)	90.6	59.7	52.9	37.4	- -	75.5	2.5	709	16	71	12	17.7
U OF ST MARY OF THE LAKE MUNDELEIN(1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
WHEATON C (1)	51.0	43.7	36.8	33.1	- -	45.2	2.4	156	21	70	0	12.2
INDIANA												
Public Institutions												
AA												
IN VOC/TECH C-CENTRAL IN (1)	- -	- -	- -	- -	25.9	25.9	7.1	15	60	0	87	6.0
IN VOC/TECH C-COLUMBUS (1)	- -	- -	- -	- -	25.3	25.3	2.7	9	67	0	82	7.7
IN VOC/TECH C-EAST CENTRAL (1)	- -	- -	- -	- -	26.0	26.0	4.9	7	43	0	87	7.6
IN VOC/TECH C-KOKOMO (1)	- -	- -	- -	- -	25.2	25.2*	- -	5	60	0	84	- -
IN VOC/TECH C-LAFAYETTE (1)	- -	- -	- -	- -	25.8	25.8	21.1	11	36	0	72	9.2
IN VOC/TECH C-NORTH CENTRAL (1)	- -	- -	- -	- -	25.0	25.0	-2.9	21	62	0	64	7.8
IN VOC/TECH C-NORTHEAST (1)	- -	- -	- -	- -	26.4	26.4	2.3	9	44	0	84	8.4
IN VOC/TECH C-NORTHWEST (1)	- -	- -	- -	- -	25.3	25.3*	- -	5	40	0	92	7.2
IN VOC/TECH C-SOUTH CENTRAL (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
IN VOC/TECH C-SOUTHEAST (1)	- -	- -	- -	- -	+	+ *	- -	1	100	0	97	- -
IN VOC/TECH C-SOUTHWEST (1)	- -	- -	- -	- -	25.9	25.9	-8.4	6	50	0	88	8.4
IN VOC/TECH C-WABASH VALLEY (1)	- -	- -	- -	- -	23.5	23.5*	- -	6	67	0	90	7.8
IN VOC/TECH C-WHITEWATER (1)	- -	- -	- -	- -	27.2	27.2*	- -	6	67	0	76	9.6
VINCENNES U (1)	42.8	36.7	32.3	28.4	- -	36.7	6.8	349	38	65	5	12.9
BA+												
IN U-EAST (1)	48.8	40.5	32.7	27.7	- -	34.1	2.9	59	46	29	0	10.8
IN U-KOKOMO (1)	53.0	42.3	38.0	29.7	- -	39.0	3.1	74	45	38	9	11.3
IN U-NORTHWEST (1)	53.8	44.9	35.7	27.6	- -	41.2*	- -	130	25	49	14	12.8
IN U-PURDUE U-FORT WAYNE (1)	49.4	40.4	34.0	22.4	- -	37.5*	- -	282	34	54	8	12.0
IN U-SOUTH BEND (1)	54.5	44.5	39.5	30.7	- -	42.6	2.9	158	33	46	10	13.1
IN U-SOUTHEAST (1)	52.9	40.9	36.9	33.0	- -	42.7	4.1	120	38	50	4	13.4
PURDUE U-CALUMET CAMPUS (1)	51.4	41.2	36.4	24.8	- -	39.8	1.7	225	38	60	9	12.3
PURDUE U-NORTH CENTRAL CAMPUS (1)	+	37.3	32.0	- -	- -	34.8*	3.0	70	43	54	10	11.3
U OF SOUTHERN IN (1)	48.5	41.5	38.0	28.5	- -	38.1	0.7	166	38	45	8	10.6
Doctoral												
BALL STATE U (1)	51.7	41.0	33.2	22.2	- -	38.4*	0.8	965	38	49	0	11.9
IN STATE U (1)	50.1	39.4	34.5	21.3	- -	42.4	1.7	540	29	74	1	12.2
IN U-BLOOMINGTON (1)	67.5	47.8	40.2	31.2	- -	53.8	3.7	1,218	25	64	11	16.4
IN U-PURDUE U-INPOLIS (1)	64.6	46.8	39.8	28.3	- -	45.9	3.3	543	40	55	21	14.0
PURDUE U-MAIN CAMPUS (1)	73.0	48.8	42.4	24.5	- -	54.0	4.0	995	21	65	31	15.4
Private Institutions												
AA												
ANCILLA DOMINI C (1)	- -	33.2	+	- -	- -	33.2*	5.6	8	25	63	0	5.9
DAVENPORT C-MERRILLVILLE (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
DAVENPORT C-SOUTH BEND (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
HOLY CROSS C (1)	- -	30.8	27.5	- -	- -	29.2	3.1	19	32	0	0	6.1
MID-AMERICA C OF FUNERAL SERV (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
BA												
CALUMET C OF ST JOSEPH (1)	34.1	26.0	23.5	- -	- -	26.6*	- -	23	39	48	0	- -
DEPAUW U (1)	54.0	43.3	36.1	- -	- -	45.2	5.6	146	28	75	0	13.5
FRANKLIN C OF IN (1)	44.2	36.6	32.5	- -	- -	38.3	-1.0	60	32	65	0	9.6
GOSHEN C (1)	39.1	34.1	29.1	- -	- -	34.5	3.1	82	39	55	2	7.5
GRACE C & THEOL SEM (1)	32.6	26.4	23.1	- -	- -	28.8*	11.8	31	23	13	0	- -
HANOVER C (1)	54.5	43.7	37.1	31.7	- -	43.5	- -	80	23	45	0	9.0
IN INST OF TECHNOLOGY (4)	48.4	38.3	32.5	- -	- -	39.3*	- -	44	36	55	0	- -
LUTHERAN C OF HLTH PROFESSIONS (4)	48.4	+	32.5	- -	- -	38.8*	- -	14	36	57	0	- -
MARIAN C (1)	40.9	32.7	30.0	27.4	- -	32.8*	4.6	78	54	45	0	8.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
ST MARYS C (1)	52.4	39.1	33.1	--	--	38.8*	--	117	56	67	0	11.7
ST MEINRAD C (1)	35.7	+	37.5	--	--	36.4*	--	15	13	80	0	4.4
TAYLOR U-FT WAYNE (1)	30.0	26.1	27.3	--	--	27.4*	4.3	18	28	11	10	8.9
TAYLOR U-UPLAND (1)	40.3	35.3	30.0	--	--	35.7*	4.0	91	21	58	3	12.6
TRI-STATE U (1)	39.0	32.6	29.1	21.8	--	33.2*	--	53	13	57	17	7.6
WABASH C (1)	61.7	47.4	37.1	--	--	50.4*	3.3	74	12	69	0	13.5
BA+												
ANDERSON U (1)	41.6	35.0	31.7	24.5	--	35.1	8.3	132	35	55	3	9.4
BETHEL C (1)	33.9	31.3	28.5	--	--	29.5*	--	36	39	17	0	8.2
BUTLER U (1)	52.6	44.2	35.9	--	--	43.9*	4.1	185	28	61	16	10.7
EARLHAM C (4)	52.9	39.9	37.1	--	--	46.5	--	78	36	73	0	--
GOSHEN BIBLICAL SEM (1)	34.2	+	+	--	--	34.2*	--	6	17	67	0	--
HUNTINGTON C (1)	43.8	36.7	30.5	--	--	36.6*	1.5	38	34	55	0	8.6
IN WESLEYAN U (1)	39.8	34.2	29.5	--	--	33.7*	--	80	43	19	1	8.0
MANCHESTER C (1)	39.8	34.0	28.5	26.1	--	33.2*	--	70	27	56	5	8.0
MARTIN U (1)	--	--	--	--	--	--	--	0	--	--	100	--
MENNONITE BIBLICAL SEM (1)	+	31.5	--	--	--	31.5*	--	6	0	67	0	12.2
OAKLAND CITY C (1)	+	28.2	26.0	24.4	--	27.0*	--	23	39	13	18	6.3
ROSE-HULMAN INST OF TECHN (1)	60.9	52.7	44.7	--	--	55.2*	3.4	101	9	69	0	16.6
ST FRANCIS C (1)	+	33.5	31.0	26.2	--	30.9*	--	35	43	43	5	5.8
ST JOSEPHS C (1)	38.8	37.7	31.2	--	--	34.9*	3.7	45	20	69	0	8.5
ST MARY-OF-THE-WOODS C (1)	32.7	+	--	--	--	32.7*	-0.7	6	67	83	86	--
ST MEINRAD SCHL OF THEOLOGY (1)	+	28.4	25.6	--	--	26.5*	--	18	17	56	0	2.6
U OF EVANSVILLE (1)	50.0	41.5	35.1	30.8	--	41.8*	--	170	28	66	0	8.2
U OF INPOLIS (1)	49.4	40.0	35.4	30.8	--	38.4*	--	106	47	25	17	8.8
VALPARAISO U (1)	55.9	42.3	37.2	25.8	--	44.7*	--	204	29	64	0	10.2
Doctoral												
CHRISTIAN THEOL SEM (1)	49.1	42.9	34.5	--	--	43.8*	--	14	29	79	0	15.1
U OF NOTRE DAME (1)	79.8	56.2	47.0	47.2	--	63.7	3.6	644	16	71	0	15.0
IOWA												
Public Institutions												
AA												
DES MOINES CC (1)	--	--	--	--	36.5	36.5	3.4	154	54	0	39	9.1
EASTERN IA CC DISTRICT (1)	--	--	--	--	32.8	32.8	1.4	107	45	0	30	--
HAWKEYE CC (1)	--	--	--	--	31.9	31.9	2.4	71	48	0	31	8.5
INDIAN HILLS CC (5)	--	--	--	--	31.4	31.4	3.0	77	55	0	37	7.0
INDIAN HILLS CC-CTRVILLE CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
IA CENTRAL CC (1)	37.1	36.7	35.9	33.7	--	35.0*	--	60	27	100	29	7.0
IA LAKES CC (1)	--	--	--	--	33.8	33.8	1.8	29	28	0	57	9.2
IA VALLEY CC DISTRICT (1)	38.8	33.0	27.9	--	--	35.1*	--	58	40	0	25	9.3
IA WESTERN CC (1)	40.4	31.8	29.9	26.7	--	31.9*	--	69	36	0	34	--
KIRKWOOD CC (1)	--	--	--	--	34.5	34.5	14.7	87	41	0	54	7.2
NORTH IA AREA CC (1)	--	--	--	--	37.5	37.5	0.9	71	34	85	17	9.1
NORTHEAST IA CC-CALMAR (5)	--	--	--	--	32.1	32.1	0.6	67	69	0	26	9.6
NORTHEAST IA CC-PEOSTA (2)	--	--	--	--	--	--	--	--	--	--	--	--
NORTHWEST IA CC (1)	--	--	--	--	29.4	29.4	8.0	13	31	0	64	8.8
SOUTHEASTERN CC (1)	--	--	--	--	41.9	41.9	1.9	68	29	0	17	9.8
SOUTHWESTERN CC (1)	--	--	--	--	32.2	32.2	6.5	27	22	0	36	10.4
WESTERN IA TECH CC (1)	--	--	--	--	31.4	31.4	9.6	46	48	0	38	8.3
Doctoral												
IA STATE U (1)	68.3	50.4	40.2	25.1	--	51.1	1.2	950	29	66	20	12.9
U OF IA (1)	69.9	50.0	42.6	36.0	--	57.1*	--	908	27	73	15	14.6
U OF NORTHERN IA (1)	58.6	46.9	38.9	31.6	--	44.7	0.2	611	35	59	2	11.4
Private Institutions												
AA												
AMERICAN INST OF BUSINESS (1)	--	--	--	--	--	--	--	0	--	--	100	--
IA METHODIST SCHL OF NURSING (1)	--	--	--	--	32.5	32.5*	--	25	96	0	0	0.0
WALDORF C (1)	32.3	27.5	23.8	--	--	27.8*	-2.1	26	19	54	0	9.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
BRIAR CLIFF C (1)	36.7	32.4	28.6	--	--	31.7*	2.4	60	40	45	0	8.4
BUENA VISTA C (1)	49.6	41.6	33.9	29.1	--	39.0	3.8	69	28	51	1	10.8
CENTRAL U OF IA (1)	46.4	41.3	33.4	28.5	--	39.5	2.1	89	36	66	0	8.9
CORNELL C (1)	57.8	42.6	36.8	31.1	--	47.0*	--	75	21	68	0	10.5
DIVINE WORD C (1)	+	+	25.1	--	--	25.1*	7.1	15	67	7	0	6.4
DORDT C (1)	41.1	35.9	30.8	27.6	--	35.4*	6.1	72	13	50	0	11.7
GRACELAND C (1)	41.1	33.1	30.1	--	--	34.9*	5.3	70	33	51	0	7.4
GRAND VIEW C (1)	38.5	32.0	29.5	--	--	33.3*	--	75	48	56	0	8.7
GRINNELL C (1)	63.9	51.5	40.2	35.1	--	51.5*	--	128	38	61	0	12.7
IA WESLEYAN C (1)	27.8	24.3	22.3	19.8	--	23.6*	--	38	55	50	10	--
LUTHER C (1)	47.9	39.7	34.7	30.2	--	40.4	4.2	153	34	61	1	12.7
MOUNT MERCY C (1)	38.5	35.6	33.4	26.6	--	33.7*	3.8	62	50	58	2	6.8
MOUNT ST CLARE C (1)	--	--	--	--	30.2	30.2	-0.2	18	39	0	0	7.1
TEIKYO WESTMAR U (1)	39.1	30.5	28.1	23.7	--	28.1*	--	54	35	19	0	6.5
UPPER IA U (1)	38.8	32.5	28.7	27.3	--	30.3	2.4	27	26	33	0	6.3
VENNARD C (1)	+	+	+	--	--	+*	--	6	0	0	0	10.1
WARTBURG C (1)	44.9	37.0	30.8	24.4	--	36.5*	--	80	39	60	0	9.5
WILLIAM PENN C (1)	35.6	29.1	26.9	27.9	--	29.0*	-4.0	44	20	32	0	7.1
BA+												
CLARKE C (1)	44.2	36.1	31.2	25.5	--	33.5*	--	54	61	41	0	6.9
COE C (1)	51.6	42.4	34.0	--	--	43.6	5.8	73	29	73	0	13.4
FAITH BAPTIST BIBLE C & SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
LORAS C (1)	41.9	36.3	31.4	25.8	--	36.4*	--	109	20	62	0	8.2
MORNINGSIDE C (1)	39.0	33.1	30.3	--	--	34.1*	2.9	66	33	62	0	8.5
NORTHWESTERN C (1)	43.0	37.6	31.1	28.7	--	34.5*	4.9	58	17	50	0	9.1
PALMER C OF CHIROPRACTIC (1)	--	--	--	--	--	--	--	0	--	--	100	--
ST AMBROSE U (1)	43.3	36.9	32.4	--	+	36.7*	--	87	30	49	11	9.5
SIMPSON C (1)	49.2	37.7	33.9	29.1	--	39.1*	--	66	35	61	1	11.4
TEIKYO MARYCREST U (1)	39.4	33.7	29.7	25.6	--	31.8*	1.7	51	47	59	0	6.8
U OF OSTEOPATHIC MED & HLTH SCI (1)	--	--	--	--	--	--	--	0	--	--	100	--
WARTBURG THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
Doctoral												
DRAKE U (1)	59.9	45.9	40.1	29.3	--	47.9	5.6	259	27	56	9	12.1
MAHARISHI INT'L U (1)	--	--	--	--	--	--	--	--	--	--	--	--
U OF DUBUQUE (1)	35.1	31.5	30.9	--	--	32.6*	--	58	34	62	0	7.3
KANSAS												
Public Institutions												
AA												
ALLEN COUNTY CC (1)	--	--	--	--	34.9	34.9	15.8	28	21	71	0	5.2
BARTON COUNTY CC (1)	--	--	--	--	29.6	29.6	1.4	65	51	68	21	6.8
BUTLER COUNTY CC (1)	--	--	--	--	30.2	30.2	-1.3	100	50	0	7	7.5
CLOUD COUNTY CC (1)	--	--	--	--	27.2	27.2	-5.7	48	48	88	0	8.0
COFFEYVILLE CC (1)	--	--	--	--	26.4	26.4	0.8	33	45	0	23	5.2
COLBY CC (1)	--	--	--	--	30.8	30.8	8.4	52	46	81	0	4.3
COWLEY COUNTY CC (1)	--	--	--	--	30.5	30.5	3.5	42	36	79	0	8.4
DODGE CITY CC (1)	35.1	30.5	25.8	22.6	--	29.8*	--	53	40	62	0	6.6
FORT SCOTT CC (1)	--	--	--	--	33.2	33.2	9.9	30	30	77	32	5.6
GARDEN CITY CC (1)	--	--	--	--	33.3	33.3	14.0	71	42	90	0	6.0
HIGHLAND CC (1)	--	--	--	--	27.3	27.3	1.8	33	33	0	3	5.4
HUTCHINSON CC (1)	--	--	--	--	33.5	33.5	2.1	106	46	83	17	7.6
INDEPENDENCE CC (1)	--	--	--	--	31.6	31.6	-3.7	30	40	80	0	6.7
JOHNSON COUNTY CC (1)	--	--	--	--	40.7	40.7	4.0	256	43	0	3	12.9
KS CITY KS CC (1)	--	--	--	--	39.1	39.1	3.7	126	54	0	0	6.3
LABETTE CC (1)	--	--	--	--	32.7	32.7	1.4	39	67	0	0	4.5
NEOSHO COUNTY CC (1)	--	--	--	--	23.6	23.6	-17	41	39	73	9	5.5
PRATT CC (1)	--	--	--	--	28.0	28.0	7.1	37	51	76	0	5.0
SEWARD COUNTY CC (1)	--	--	--	--	30.6	30.6	5.9	34	38	59	23	5.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
HASKELL INDIAN JR C (1)	--	--	--	--	--	--	--	0	--	--	--	--
BA+												
FORT HAYS STATE U (1)	43.9	37.1	32.8	27.9	--	36.5	2.0	192	31	61	22	9.3
PITTSBURG STATE U (1)	43.5	37.7	33.4	24.9	--	36.4*	3.0	245	31	61	16	9.9
U.S. ARMY CMD & GENRL STAFF C (1)	--	--	--	--	--	--	--	--	--	--	--	--
WASHBURN U OF TOPEKA (1)	59.4	42.8	33.2	26.6	--	45.7*	--	185	37	72	8	10.3
Doctoral												
EMPORIA STATE U (1)	43.2	38.7	33.1	23.7	--	35.9	1.1	208	31	51	13	10.3
KS STATE U OF AGRL & APP SCI (1)	52.8	41.1	36.1	27.9	--	42.2	3.7	694	24	62	22	11.0
U OF KS MAIN CAMPUS (1)	58.1	42.1	36.7	--	--	48.7*	2.6	947	21	79	3	11.7
U OF KS MEDICAL CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
WICHITA STATE U (1)	54.7	41.6	36.0	23.9	--	40.9	2.6	436	30	62	7	9.8
Private Institutions												
AA												
DONNELLY C (1)	--	--	--	--	20.4	20.4	1.4	13	46	0	0	2.5
HESSTON C (1)	--	--	--	--	22.7	22.7	-3.9	33	27	0	20	5.0
BA												
BARCLAY C (1)	--	--	18.8	--	--	18.8*	22.3	6	33	100	14	4.6
BETHANY C (1)	33.7	28.0	24.8	--	--	28.1*	2.4	49	27	59	2	6.5
BETHEL C (1)	32.9	28.5	26.7	18.2	--	28.7*	6.7	48	48	65	0	7.3
CENTRAL C (1)	--	--	--	--	20.2	20.2	5.7	18	22	0	0	--
KS CITY C & BIBLE SCHL (1)	--	--	+	--	--	+ *	--	1	0	0	0	--
KS WESLEYAN U (1)	33.7	29.0	26.5	23.8	--	29.3	7.7	38	39	45	0	4.7
MANHATTAN CHRISTIAN C (1)	32.5	+	+	--	--	32.5*	--	7	14	0	0	--
MCPHERSON C (1)	31.8	27.4	25.4	21.2	--	27.1	1.6	37	27	51	0	7.7
OTTAWA U (1)	32.3	28.4	26.7	24.3	--	28.1	6.3	30	30	50	0	--
STERLING C (1)	31.5	26.3	15.1	--	--	21.6	-10	29	31	0	3	11.4
TABOR C (1)	31.4	27.9	22.2	18.7	--	25.0*	--	29	38	34	0	8.0
BA+												
BAKER U (1)	37.2	31.8	28.8	--	--	32.6*	--	52	23	73	0	7.0
BENEDICTINE C (1)	33.7	31.6	27.8	23.1	--	29.5*	--	50	32	52	0	--
CENTRAL BAPTIST THEOL SEM (1)	36.6	--	+	--	--	36.6*	--	6	17	100	0	--
FRIENDS U (1)	32.7	31.7	28.3	--	--	30.4*	--	40	38	15	17	--
KS NEWMAN C (1)	35.3	33.8	26.4	27.0	--	30.8*	4.5	60	67	10	15	5.9
MID-AMERICA NAZARENE C (1)	35.1	30.7	26.6	23.1	--	29.8*	2.9	53	38	0	13	8.1
OTTAWA U-KS CITY (1)	--	--	--	--	--	--	--	0	--	--	100	--
ST MARY C (1)	33.6	30.1	26.1	21.4	--	28.6*	--	41	66	54	0	--
SOUTHWESTERN C (1)	34.0	31.8	27.8	--	--	31.7*	--	38	42	37	3	--
KENTUCKY												
Public Institutions												
AA												
ASHLAND CC (5)	41.5	32.7	26.9	26.9	--	31.3	3.4	957	53	50	5	7.1
ELIZABETHTOWN CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
HAZARD CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
HENDERSON CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
HOPKINSVILLE CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
JEFFERSON CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
LEXINGTON CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
MADISONVILLE CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
MAYSVILLE CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
OWENSBORO CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
PADUCAH CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
PRESTONSBURG CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
SOMERSET CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTHEAST CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
BA+												
EASTERN KY U (1)	51.8	43.8	36.9	27.9	--	43.6	5.9	527	42	69	10	11.1
KY STATE U (1)	46.2	40.2	32.9	26.6	--	37.2*	--	114	30	46	7	9.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MOREHEAD STATE U (1)	47.8	39.5	32.2	24.6	--	37.3	2.2	336	36	61	0	9.7
MURRAY STATE U (1)	46.2	39.4	34.3	25.7	--	37.8*	--	302	33	60	10	11.1
NORTHERN KY U (1)	55.7	42.0	35.3	24.8	--	40.1	2.7	336	40	54	7	9.3
WESTERN KY U (1)	48.1	40.4	34.7	28.7	36.0	40.7	5.9	512	33	63	7	10.9
Doctoral												
U OF KY (1)	64.3	46.4	41.8	43.1	--	51.7	3.1	787	24	72	34	10.6
U OF LOUISVILLE (1)	57.8	42.8	36.7	32.4	--	46.0*	2.6	472	34	63	30	9.7
Private Institutions												
AA												
LEES C (1)	+	27.6	24.6	27.3	--	26.2*	4.9	24	67	17	0	3.8
ST CATHARINE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
ALICE LLOYD C (1)	32.5	28.5	23.3	20.1	--	24.4*	--	32	41	0	0	7.0
ASBURY C (1)	42.3	30.7	28.6	26.8	--	34.2	4.5	69	22	61	0	8.8
BEREA C (1)	55.3	42.8	35.5	29.0	--	43.5*	2.9	112	38	71	0	9.0
BRESCIA C (1)	+	31.4	27.3	21.5	--	28.0*	--	30	37	47	6	5.5
CENTRE C (1)	52.1	41.8	35.1	--	--	43.8*	3.2	73	26	55	0	10.8
CLEAR CREEK BAPTIST BIBLE C (1)	10.0	--	--	--	--	10.0	-21	3	0	0	73	0.2
C OF THE SCRIPTURES (4)	--	--	--	--	--	--	--	0	--	--	100	--
KY WESLEYAN C (1)	38.3	32.6	29.3	22.3	--	32.8	0.3	50	30	58	2	7.6
LINDSEY WILSON C (1)	+	35.9	27.8	21.2	--	26.1*	--	38	32	0	0	5.6
MID-CONTINENT BAPTIST BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
MIDWAY C (1)	--	--	--	--	30.3	30.3	7.1	37	73	27	0	--
PIKEVILLE C (1)	35.3	31.4	27.5	23.2	16.2	28.9*	-2.2	58	52	2	0	5.6
SUE BENNETT C (1)	--	24.5	22.0	19.2	--	21.7	5.9	30	40	13	6	--
THOMAS MORE C (1)	35.2	32.4	27.7	--	--	31.5*	--	62	39	63	0	21.8
TRANSYLVANIA U (1)	44.7	39.3	31.8	--	--	38.7*	--	63	32	70	0	13.7
BA+												
BELLARMINE C (1)	47.3	38.5	32.6	32.2	--	39.4	0.4	84	37	65	0	8.8
CAMPBELLSVILLE C (1)	34.2	28.2	25.2	22.1	--	27.8*	--	46	30	48	0	7.2
CUMBERLAND C (1)	35.1	29.1	27.2	25.4	24.1	28.5*	2.1	97	36	37	0	6.9
GEORGETOWN C (1)	39.7	33.7	29.8	24.3	--	34.3*	--	66	41	61	4	7.5
UNION C (1)	31.8	28.7	25.5	22.7	--	27.7*	--	47	38	43	2	--
Doctoral												
ASBURY THEOL SEM (1)	44.9	37.4	+	--	--	43.9*	6.5	32	6	84	0	12.4
LEXINGTON THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
LOUISVILLE PRESBY THEOL SEM (1)	51.4	+	+	--	--	51.4*	3.1	13	23	62	0	10.6
SOUTHERN BAPTIST THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
SPALDING U (4)	32.2	30.9	28.8	27.2	--	29.7	--	63	67	35	11	--
LOUISIANA												
Public Institutions												
AA												
BOSSIER PARISH CC (1)	--	--	--	--	27.1	27.1	1.7	76	58	87	14	6.9
DELGADO CC (1)	42.3	36.8	31.6	26.1	--	31.6	-2.0	267	60	46	6	--
ELAINE P NUNEZ CC (1)	--	+	31.0	23.6	--	27.5*	--	42	50	55	2	5.7
LA STATE U-ALEXANDRIA (1)	39.3	32.5	27.7	24.4	--	32.1*	--	66	47	70	1	5.9
LA STATE U-EUNICE (1)	37.4	35.2	30.2	27.3	--	31.1*	--	54	43	39	17	6.9
SOUTHERN U-SHREVEPORT-BOSSIER CITY CAMPUS (1)	+	30.4	29.3	26.2	--	27.7*	--	41	66	46	27	2.9
BA+												
LA STATE U-SHREVEPORT (1)	45.8	41.0	33.7	23.1	--	38.5	-1.2	153	33	65	2	7.3
MCNEESE STATE U (1)	45.5	37.5	32.3	25.6	--	36.6	1.3	278	36	60	4	8.5
NICHOLLS STATE U (1)	44.3	36.7	32.3	23.4	23.9	34.5*	--	258	41	59	10	7.4
NORTHWESTERN STATE U OF LA (1)	41.8	35.9	31.2	25.3	--	33.6	-0.7	214	49	39	14	7.1
SOUTHEASTERN LA U (1)	46.5	40.5	32.9	25.1	--	34.8	-1.5	389	49	41	0	7.2
SOUTHERN U-NEW ORLEANS (1)	40.5	32.5	29.4	25.5	--	31.7	-3.5	114	37	50	5	6.3
Doctoral												
GRAMBLING STATE U (1)	43.1	36.5	32.7	26.9	--	33.8	-0.6	216	42	44	19	--

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
LA STATE U & AGRL & MECH & HEBERT LAWS CTR (1)	61.8	44.2	38.5	26.3	--	46.4	0.4	975	26	61	32	9.4
LA STATE U-MEDICAL CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
LA TECH U (1)	45.2	40.9	34.3	22.7	--	37.5	–0.8	330	33	56	15	8.4
NORTHEAST LA U (1)	45.9	36.5	32.7	23.6	--	33.2	0.5	340	44	41	24	7.1
SOUTHERN U & A&M C-BATON ROUGE (1)	45.9	38.8	33.6	26.8	--	36.6	2.8	411	49	68	8	6.7
U OF NEW ORLEANS (1)	50.6	37.7	35.2	22.3	--	40.0	1.2	487	29	61	5	7.9
U OF SOUTHWESTERN LA (1)	53.5	41.3	36.4	27.3	--	40.4	2.8	510	34	54	4	8.3
Private Institutions												
BA												
DILLARD U (1)	49.4	37.3	34.4	28.1	--	35.6*	9.6	92	49	8	4	--
LA C (1)	37.5	32.4	30.8	28.2	--	33.8	4.0	60	37	65	0	10.2
BA+												
CENTENARY C OF LA (1)	49.9	38.0	32.6	--	--	42.0*	1.0	66	26	61	0	8.9
LOYOLA U IN NEW ORLEANS (1)	59.5	45.2	39.6	30.1	--	47.9*	--	233	33	70	3	11.1
OUR LADY OF HOLY CROSS C (1)	+	31.3	32.5	32.1	--	32.0*	7.8	26	62	0	0	--
XAVIER U (1)	44.4	36.1	31.0	24.6	--	33.3	3.6	168	39	30	17	5.6
Doctoral												
NEW ORLEANS BAPTIST THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
TULANE U OF LA (1)	71.3	51.4	41.8	--	--	56.5*	2.1	456	22	69	0	14.0
MAINE												
Public Institutions												
AA												
CENTRAL ME TECH C (1)	--	--	--	--	32.5	32.5	1.6	46	24	87	0	10.6
EASTERN ME TECH C (1)	--	--	--	--	32.9	32.9	6.3	51	29	0	6	--
KENNEBEC VALLEY TECH C (1)	--	--	--	--	31.5	31.5	9.8	26	65	88	21	8.9
NORTHERN ME TECH C (1)	--	--	--	--	33.3	33.3	–1.1	51	35	100	0	10.0
SOUTHERN ME TECH C (1)	--	--	--	--	32.2	32.2	2.6	73	29	0	15	8.6
WA COUNTY TECH C (1)	--	--	--	--	32.1	32.1	–2.3	25	16	88	4	10.4
BA												
U OF ME AT AUGUSTA (1)	43.5	35.9	29.8	25.5	--	36.9*	--	65	40	74	0	10.7
U OF ME AT FARMINGTON (1)	46.4	34.7	29.2	29.0	--	38.7*	--	100	35	67	1	11.1
U OF ME AT FORT KENT (1)	43.6	34.7	32.0	--	--	35.7*	--	33	39	58	0	10.0
U OF ME AT MACHIAS (1)	46.8	35.5	28.4	--	--	35.8*	--	39	28	74	0	10.1
U OF ME AT PRESQUE ISLE (1)	43.9	36.3	30.0	27.6	--	35.3*	--	61	36	59	9	9.8
BA+												
ME MARITIME ACADEMY (1)	43.3	37.4	31.6	--	--	36.0*	13.5	53	15	0	0	12.8
U OF SOUTHERN ME (1)	58.4	44.0	36.2	28.8	--	46.0*	1.3	290	29	76	0	12.0
Doctoral												
U OF ME (1)	57.4	43.7	36.6	31.7	--	45.1	0.2	440	31	75	3	11.7
Private Institutions												
AA												
CNTRL ME MED CTR SCHL OF NURS (4)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
BATES C (1)	67.1	49.0	40.4	38.4	--	52.1*	--	127	31	54	0	11.7
BOWDOIN C (1)	73.8	52.7	41.8	33.7	--	56.3*	--	123	36	63	0	12.8
COLBY C (1)	--	--	--	--	--	--	--	0	--	--	100	--
ME C OF ART (1)	--	--	--	--	--	--	--	0	--	--	100	--
UNITY C (1)	35.3	25.5	26.1	--	--	28.2*	--	31	23	0	0	5.4
WESTBROOK C (1)	37.8	32.7	26.2	--	--	31.3*	--	27	59	0	0	--
BA+												
C OF THE ATLANTIC (1)	--	--	--	--	33.7	33.7	–1.3	15	40	0	0	9.4
HUSSON C (1)	40.7	35.8	30.5	23.3	--	33.7*	--	49	59	41	0	4.0
ST JOSEPHS C (1)	+	32.1	28.3	--	--	29.0*	0.1	42	62	48	7	--
THOMAS C (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF NEW ENGLAND (1)	45.8	39.2	33.8	--	--	37.1*	9.0	52	50	35	43	--
Doctoral												
BANGOR THEOL SEM (1)	40.1	+	--	--	--	40.1*	--	7	29	43	0	--

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MARYLAND												
Public Institutions												
AA												
ALLEGANY CC (1)	43.8	37.3	32.5	- -	- -	37.4	6.6	61	59	77	25	10.7
ANNE ARUNDEL CC (1)	51.1	42.1	34.5	29.6	- -	42.2	-0.1	191	47	68	4	12.4
BALTIMORE CITY CC (1)	40.7	34.7	29.2	- -	- -	33.5*	1.4	116	55	0	2	12.2
CATONSVILLE CC (1)	51.8	44.2	35.8	26.8	- -	43.3	3.5	158	41	85	10	15.4
CECIL CC (1)	46.0	42.8	35.9	26.3	- -	39.7	-2.4	36	53	47	23	10.4
CHARLES COUNTY CC (1)	47.0	38.3	32.4	- -	- -	39.9*	- -	72	46	50	0	11.6
CHESAPEAKE C (1)	42.0	39.6	32.6	30.4	- -	36.4*	- -	34	44	35	23	11.4
DUNDALK CC (1)	51.0	41.2	34.0	- -	- -	40.2*	3.2	50	50	68	12	14.7
ESSEX CC (1)	52.1	42.3	34.9	28.2	- -	43.9	0.4	145	42	88	8	14.5
FREDERICK CC (1)	47.1	41.0	35.7	29.1	- -	38.7*	- -	63	48	3	6	10.4
GARRETT CC (1)	+	30.3	27.6	- -	- -	29.4*	- -	14	43	21	0	10.9
HAGERSTOWN JR C (1)	47.2	38.7	30.6	28.5	- -	41.3*	- -	50	46	64	12	12.7
HARFORD CC (1)	51.6	46.9	40.3	29.9	- -	45.6*	- -	65	45	85	20	14.9
HOWARD CC (1)	52.8	42.4	35.3	29.8	- -	38.9*	- -	77	69	0	13	11.1
MONTGOMERY C OF GERMANTOWN (1)	48.8	40.3	35.7	- -	- -	44.1	3.3	57	42	21	0	12.4
MONTGOMERY C OF ROCKVILLE (1)	53.3	42.8	37.7	32.8	- -	48.1*	- -	258	44	48	0	14.4
MONTGOMERY C OF TAKOMA PARK (1)	51.5	39.9	37.2	- -	- -	46.0*	- -	86	60	27	0	12.6
PRINCE GEORGES CC (1)	52.3	44.0	33.0	33.6	- -	48.1*	- -	198	46	72	0	9.0
WOR-WIC CC (1)	48.4	+	34.3	27.8	- -	32.7*	- -	31	68	0	14	5.1
BA												
ST MARYS C OF MD (1)	57.4	43.1	34.4	31.9	- -	43.0	8.1	97	36	49	0	10.1
U.S. NAVAL ACADEMY (1)	66.2	50.6	42.0	32.4	- -	54.4	3.6	287	20	74	4	10.8
BA+												
BOWIE STATE U (1)	51.0	42.6	34.9	31.4	- -	40.4*	- -	127	41	56	0	11.1
COPPIN STATE C (1)	55.7	43.5	36.6	33.3	- -	43.6*	0.5	103	45	77	1	12.2
FROSTBURG STATE U (1)	49.8	42.3	36.6	29.4	- -	41.6	1.7	228	31	71	0	11.5
SALISBURY STATE U (1)	54.3	44.5	35.6	25.9	- -	40.4	-0.3	239	34	63	0	10.8
TOWSON STATE U (1)	53.1	43.3	38.8	30.7	- -	43.9	0.7	471	37	74	0	13.4
U OF BALTIMORE (1)	68.5	56.1	49.2	- -	- -	58.4	3.6	161	30	68	3	13.7
U OF MD U C (1)	- -	- -	- -	29.5	- -	29.5*	- -	5	20	0	79	5.8
Doctoral												
MORGAN STATE U (1)	58.5	47.3	40.6	33.9	- -	44.4	2.3	208	35	50	11	15.0
U OF MD BALTIMORE COUNTY (1)	60.6	45.0	39.6	29.4	- -	44.8	-0.7	300	30	52	15	11.0
U OF MD BALTIMORE PROF SCHS (1)	83.3	66.1	47.8	- -	- -	71.1*	- -	51	24	76	84	16.2
U OF MD C PARK CAMPUS (1)	69.3	48.3	40.7	30.6	20.7	52.9	2.0	1,018	31	73	21	12.7
U OF MD EASTERN SHORE (1)	47.7	42.8	38.5	28.4	- -	36.7*	1.0	67	34	36	41	10.2
Private Institutions												
AA												
BALTIMORE INT'L CULINARY C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
MD C OF ART & DESIGN (1)	+	+	+	- -	- -	+*	10.5	3	33	0	0	0.0
BA												
COLUMBIA UNION C (1)	31.8	+	31.4	- -	- -	31.7*	- -	12	42	0	71	0.0
EASTERN CHRISTIAN C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
SOJOURNER-DOUGLAS C (4)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
VILLA JULIE C (1)	+	34.6	32.2	27.0	- -	32.3*	- -	42	74	0	0	6.0
BA+												
CAPITOL C (1)	39.5	34.1	33.4	- -	- -	35.4*	-1.3	13	23	0	24	6.7
C OF NOTRE DAME MD (1)	44.3	37.6	30.9	24.5	- -	36.2	3.7	74	66	31	3	5.7
GOUCHER C (1)	52.9	38.6	35.8	- -	- -	42.0*	4.0	74	58	59	1	10.7
HOOD C (1)	52.1	42.7	35.3	- -	- -	40.3*	- -	76	58	53	0	10.0
MD INST C OF ART (1)	- -	- -	- -	- -	34.4	34.4	5.5	68	41	0	0	7.6
MOUNT ST MARYS C (1)	46.7	38.4	31.1	28.5	- -	35.7*	2.8	85	29	48	0	- -
ST MARYS SEM & U (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
ST JOHN'S C (1)	- -	- -	- -	- -	44.8	44.8	4.7	47	17	68	0	13.5
WA BIBLE C (1)	34.5	30.8	29.2	- -	- -	31.4*	26.3	13	23	0	0	5.3
WA C (1)	49.6	41.9	34.8	29.5	- -	43.4*	- -	66	26	68	0	11.4
WA THEOL UNION (4)	27.9	19.5	45.5	- -	+	33.6*	- -	21	5	0	0	- -

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
WESTERN MD C (1)	47.7	37.9	31.3	--	--	41.7*	1.6	79	28	86	0	11.8
Doctoral												
BALTIMORE HEBREW U (4)	--	--	--	--	--	--	--	0	--	--	100	--
JOHNS HOPKINS U (1)	80.6	55.5	45.5	34.1	57.8	65.6*	--	434	27	56	43	15.1
LOYOLA C (1)	63.2	50.0	39.7	28.2	--	48.3*	--	222	32	65	0	13.5
NER ISRAEL RABBINICAL C (1)	--	--	--	--	--	--	--	0	--	--	100	--
PEABODY INST OF JOHNS HOPKINS U (1)	--	--	--	--	37.5	37.5	5.9	73	27	12	0	12.4
MASSACHUSETTS												
Public Institutions												
AA												
BERKSHIRE CC (1)	44.9	36.2	33.2	30.4	--	41.5*	--	74	53	74	0	11.5
BRISTOL CC (1)	44.3	37.0	31.4	29.5	--	40.5	14.0	93	51	82	0	4.8
BUNKER HILL CC (4)	41.0	32.7	30.9	30.2	--	37.1*	--	127	54	77	0	--
CAPE COD CC (1)	45.8	36.1	33.5	32.9	--	42.6*	14.2	81	51	81	0	0.0
FRANKLIN INST OF BOSTON (1)	35.5	31.9	27.9	23.7	--	28.3*	-0.0	30	20	0	0	6.8
GREENFIELD CC (1)	43.1	33.1	33.5	30.8	--	40.1*	16.3	65	46	75	0	13.6
HOLYOKE CC (4)	41.4	30.9	28.2	24.9	--	38.1*	--	117	50	89	0	--
MA BAY CC (1)	44.5	40.5	38.8	34.6	--	40.4	10.9	88	57	53	0	9.9
MASSASOIT CC (1)	44.4	34.1	32.5	33.1	--	41.8*	17.4	153	45	90	0	--
MIDDLESEX CC (4)	38.9	33.4	32.0	29.9	--	36.1*	--	121	61	66	0	--
MOUNT WACHUSETT CC (1)	44.7	34.2	31.2	28.3	--	39.7*	--	76	38	76	0	9.0
NORTH SHORE CC (1)	46.6	37.7	33.7	31.6	--	41.7	16.2	121	48	78	0	0.0
NORTHERN ESSEX CC (1)	45.1	36.2	34.5	31.0	--	41.9*	--	130	46	86	0	12.2
QUINCY C (1)	--	--	--	--	31.4	31.4	-5.0	58	60	50	0	3.6
QUINSIGAMOND CC (1)	43.6	38.2	37.8	--	--	42.3*	--	96	50	81	0	0.4
ROXBURY CC (4)	--	--	--	--	--	--	--	0	--	--	100	--
SPRINGFIELD TECH CC (1)	45.5	38.4	34.0	33.8	--	42.3*	--	173	51	86	0	16.5
BA												
MA MARITIME ACADEMY (1)	54.5	49.7	44.7	--	--	51.1*	12.8	52	6	87	0	17.1
BA+												
BRIDGEWATER STATE C (1)	51.7	44.0	40.0	30.4	--	46.8	12.2	255	39	85	0	14.9
FITCHBURG STATE C (1)	51.2	42.9	39.5	29.1	--	44.5*	--	224	42	79	0	4.9
FRAMINGHAM STATE C (1)	51.5	41.6	36.9	30.8	--	44.2	12.3	176	45	80	0	12.3
MA C OF ART (1)	51.2	40.6	33.5	--	--	46.2	8.0	66	42	73	0	0.0
NORTH ADAMS STATE C (1)	51.0	39.4	36.1	--	--	43.1*	--	91	27	73	0	0.0
SALEM STATE C (1)	53.8	44.4	36.9	30.1	--	44.9	11.7	306	41	79	0	15.5
U OF MA-DARTMOUTH (1)	57.3	48.7	41.7	38.4	--	52.3	14.4	330	28	82	0	13.8
WESTFIELD STATE C (1)	52.3	41.9	37.8	--	--	45.7	4.8	169	33	83	0	0.0
WORCESTER STATE C (4)	50.2	43.5	34.9	28.2	--	43.7	--	170	40	78	0	--
Doctoral												
U OF MA-AMHERST (1)	70.5	53.8	44.1	36.9	--	61.0*	--	1,044	24	81	11	15.6
U OF MA-BOSTON (1)	66.0	54.4	44.6	40.9	--	55.0*	--	431	37	73	9	13.7
U OF MA-LOWELL (1)	66.4	53.9	46.4	40.6	--	58.7*	--	476	24	84	0	13.0
Private Institutions												
AA												
AQUINAS C AT MILTON (4)	+	+	+	--	+	+ *	--	9	56	0	31	--
AQUINAS C AT NEWTON (1)	--	--	--	--	--	--	--	0	--	--	100	--
BAY STATE C (1)	--	--	--	--	26.0	26.0	3.5	19	74	0	0	7.5
BECKER C-LEICESTER (1)	36.4	30.9	27.4	--	--	32.7*	-2.1	22	55	0	0	--
BECKER C-WORCESTER (1)	39.7	35.1	28.3	[illegible]	--	35.6*	--	30	60	0	0	9.6
DEAN JR C (1)	42.6	35.7	29.0	[illegible]	--	32.1*	--	47	40	32	6	--
FISHER C (1)	--	--	--	--	34.3	34.3	--	12	75	0	0	8.4
LABOURE C (1)	--	30.8	29.5	--	--	29.8*	-0.7	21	86	0	19	6.6
MARIAN COURT JR C (1)	--	--	--	--	+	+ *	--	1	100	0	86	--
NEWBURY C INC (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
AMHERST C (1)	72.6	51.6	42.5	--	--	61.0	1.2	153	28	71	0	16.4
ART INST OF BOSTON (1)	29.8	26.5	--	--	--	27.3*	--	16	31	0	0	4.9
BAY PATH C (1)	+	34.3	32.7	--	--	33.2*	--	18	78	0	0	7.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BERKLEE C OF MUSIC (1)	50.5	40.2	32.9	--	--	38.1*	2.3	139	6	0	0	8.5
BRADFORD C (1)	--	--	--	--	--	--	--	0	--	--	100	--
C OF THE HOLY CROSS (1)	69.5	50.6	40.6	--	--	52.2*	4.6	186	31	67	0	12.0
ENDICOTT C (1)	34.9	30.5	30.7	33.3	31.5	32.7*	--	40	70	0	5	10.5
FORSYTH SCHL FOR DENTAL HYG (1)	--	--	--	--	--	--	--	0	--	--	100	--
GORDON C (1)	43.2	35.2	31.9	28.7	--	38.1*	--	70	29	56	1	12.7
HAMPSHIRE C (1)	51.8	40.1	34.7	--	--	42.5	-2.7	88	48	0	0	--
LASELL C (1)	+	33.6	32.2	28.0	--	31.9*	--	27	70	7	0	--
MERRIMACK C (1)	50.7	39.3	32.6	--	--	39.5	1.4	125	26	70	0	11.5
MONTSERRAT C OF ART (1)	--	31.4	26.9	--	--	29.4*	10.4	13	46	0	0	16.3
MOUNT IDA C (1)	--	--	--	--	--	--	--	0	--	--	100	--
PINE MANOR C (4)	46.7	37.1	29.3	--	--	39.3*	--	23	61	83	0	--
RADCLIFFE C (2)	--	--	--	--	--	--	--	--	--	--	--	--
ST HYACINTH C & SEM (1)	--	--	--	--	--	--	--	--	--	--	--	--
SIMONS ROCK C OF BARD (1)	--	--	--	--	--	--	--	0	--	--	100	--
STONEHILL C (1)	51.3	42.8	35.4	--	--	42.3	3.6	116	29	62	0	11.6
WELLESLEY C (1)	75.7	55.0	45.3	50.1	--	60.8*	3.6	222	55	61	0	17.8
WENTWORTH INST OF TECHNOLOGY (4)	61.1	43.3	36.5	36.0	--	46.3	--	165	38	44	7	--
WHEATON C (1)	60.2	43.5	35.7	30.9	--	49.0*	--	91	53	62	0	11.5
BA+												
ANNA MARIA C (1)	38.8	36.2	31.8	26.6	--	33.4*	--	33	48	73	0	7.4
ASSUMPTION C (1)	47.9	40.0	32.5	27.0	--	38.5	0.9	107	33	71	0	10.8
ATLANTIC UNION C (1)	--	--	29.6	--	--	29.6	--	6	100	0	90	--
BABSON C (1)	77.0	61.3	55.7	52.5	--	63.3*	--	119	23	57	0	14.7
BENTLEY C (1)	71.7	56.6	49.3	41.6	--	57.5	3.9	198	28	62	0	14.1
CAMBRIDGE C (4)	62.5	47.1	38.9	--	--	49.9*	--	57	37	53	11	--
C OF OUR LADY OF THE ELMS (1)	43.1	35.3	25.4	26.4	--	32.3*	--	53	70	55	0	--
CONWAY SCHL OF LANDSCAPE (1)	--	--	--	--	+	+ *	--	2	50	0	0	0.0
CURRY C (4)	61.1	43.3	36.5	--	--	46.7*	--	55	38	44	7	--
EMMANUEL C (1)	44.4	43.4	31.6	25.7	--	38.7	--	44	68	52	0	9.1
HEBREW C (1)	+	+	--	--	--	+ *	--	3	33	67	0	--
HELLENIC C-HOLY CROSS GRK ORTH SCHL OF THEOL (1)	48.2	46.2	+	--	--	47.7*	--	17	18	47	0	9.9
LIFE LABS SCHL OF MED & TECHN (1)	--	--	--	--	--	--	--	0	--	--	100	--
MGH INST OF HLTH PROFESSIONS (1)	+	+	46.3	--	--	46.3*	--	16	94	0	48	9.2
MOUNT HOLYOKE C (1)	69.4	50.5	40.0	42.3	--	54.2*	5.8	191	45	62	0	13.7
NEW ENG SCHL OF ACUPUNCTURE (1)	--	--	--	--	--	--	--	--	--	--	--	--
NICHOLS C (1)	+	44.0	33.1	--	--	38.5*	--	16	25	63	54	12.8
REGIS C (1)	50.4	42.5	34.5	--	--	41.6*	4.7	46	76	65	0	--
ST JOHNS SEM (4)	+	+	+	--	--	+ *	--	6	33	67	0	--
SCHL OF THE MUSEUM OF FINE ARTS (4)	61.1	43.3	36.4	--	--	46.9*	--	47	40	43	8	--
SUFFOLK U (1)	72.4	54.5	49.8	31.6	--	60.9	4.1	232	31	58	0	15.4
THE BOSTON CONSERVATORY (1)	--	--	--	--	21.9	21.9	-2.7	20	65	0	26	3.9
WESTERN NEW ENGLAND C (1)	65.9	49.7	44.3	30.4	--	53.6*	1.4	137	24	70	0	13.9
WHEELOCK C (1)	54.0	42.0	36.2	--	--	41.0*	4.9	49	73	47	0	--
WILLIAMS C (1)	70.7	50.3	41.7	52.8	--	54.3	3.3	213	31	54	0	--
Doctoral												
AMERICAN INT'L C (1)	43.9	35.4	29.7	22.5	--	33.4*	1.0	72	40	44	0	8.2
ANDOVER NEWTON THEOL SCHL (1)	--	--	--	--	--	--	--	0	--	--	100	--
BOSTON C (1)	78.4	56.9	49.6	49.1	--	61.4	4.5	556	31	71	0	14.7
BOSTON U (1)	70.8	49.6	39.9	28.0	--	53.8*	2.5	969	27	52	8	12.0
BRANDEIS U (1)	68.7	49.3	40.3	34.0	--	55.2*	1.3	299	29	68	0	13.6
CLARK U (1)	66.4	46.9	39.5	--	--	52.2	-0.5	160	28	76	0	12.9
EMERSON C (1)	67.6	49.2	38.6	--	--	48.8*	1.8	85	38	46	8	14.1
EPISCOPAL DIVINITY SCHL (1)	--	--	--	--	--	--	--	0	--	--	100	--
GORDON-CONWELL THEOL SEM (1)	52.9	40.4	+	--	--	47.8*	9.9	30	7	83	0	8.9
HARVARD U (5)	100.8	57.1	50.5	53.7	--	77.3	4.0	1,362	21	51	0	18.7
LESLEY C (1)	44.7	39.2	30.5	19.1	--	36.0*	--	93	76	4	37	7.8
MA C OF PHAR & ALLIED HLTH SCI (1)	53.5	45.6	40.9	--	--	45.2*	--	37	27	0	37	--
MA INST OF TECHNOLOGY (1)	88.5	63.7	52.8	36.8	--	74.4	3.9	915	14	67	7	19.3
NEW ENGLAND CONSERV OF MUSIC (1)	--	--	--	--	36.6	36.6	5.3	55	29	0	0	6.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
NORTHEASTERN U (1)	68.4	52.7	46.3	24.2	32.0	53.1*	--	602	32	59	20	15.9
SIMMONS C (1)	58.9	47.1	38.6	32.7	--	47.9*	--	167	69	55	0	11.6
SMITH C (1)	74.0	51.9	41.6	36.1	--	60.1*	--	257	46	71	0	15.8
SPRINGFIELD C (1)	51.6	39.5	32.7	25.1	--	38.7*	--	116	43	52	26	9.9
TUFTS U (1)	73.5	53.9	41.1	35.0	--	57.0*	--	344	31	67	19	16.7
WESTON SCHL OF THEOLOGY (1)	--	+	+	--	--	+*	--	5	80	20	0	--
WORCESTER POLYTECHNIC INST (1)	65.9	52.7	45.1	25.3	47.8	54.8*	0.6	212	14	63	0	14.7
MICHIGAN												
Public Institutions												
AA												
ALPENA CC (1)	--	--	--	--	42.5	42.5	-2.9	48	23	0	0	--
BAY DE NOC CC (1)	--	--	--	--	41.7	41.7	1.1	43	33	88	0	13.1
BAY MILLS CC (4)	--	--	+	--	+	+*	--	5	20	0	0	--
DELTA C (1)	--	--	--	--	--	--	--	0	--	--	100	--
GLEN OAKS CC (1)	42.7	--	--	--	--	42.7*	5.4	29	41	90	0	14.3
GOGEBIC CC (1)	41.0	33.2	--	--	--	39.9*	--	29	24	0	15	10.9
GRAND RAPIDS CC (1)	--	--	--	--	47.8	47.8	-1.6	204	38	86	9	22.7
HENRY FORD CC (1)	--	--	--	--	61.1	61.1	-0.4	186	38	0	3	17.9
HIGHLAND PARK CC (1)	--	--	--	--	42.2	42.2	2.6	35	63	0	0	9.9
JACKSON CC (1)	52.6	48.7	44.6	40.3	35.1	47.6	-1.8	110	41	87	0	17.2
KALAMAZOO VALLEY CC (1)	--	--	--	--	45.1	45.1	2.9	103	33	84	0	13.5
KELLOGG CC (1)	--	--	--	--	48.6	48.6	0.2	80	44	86	7	15.6
KIRTLAND CC (1)	--	--	--	--	--	--	--	0	--	--	100	--
LAKE MI C (1)	--	--	--	--	35.9	35.9	-0.0	66	45	0	0	12.1
LANSING CC (1)	--	--	--	--	--	--	--	0	--	--	100	--
MACOMB CC (1)	--	--	--	--	52.6	52.6	2.5	318	30	98	0	19.6
MID MI CC (1)	--	--	--	--	39.4	39.4	10.3	38	39	100	0	14.0
MONROE COUNTY CC (1)	57.1	53.3	49.7	43.1	--	52.6*	3.7	54	22	94	0	17.5
MONTCALM CC (1)	--	--	--	--	41.8	41.8	7.3	28	39	86	0	--
MOTT CC (1)	--	--	--	--	44.8	44.8	-0.3	182	44	0	0	14.7
MUSKEGON CC (1)	--	--	--	--	48.4	48.4	5.2	98	34	91	0	9.8
NORTH CENTRAL MI C (1)	46.0	--	--	--	--	46.0	0.1	28	32	96	0	16.0
NORTHWESTERN MI C (1)	--	--	--	--	46.1	46.1	9.1	95	34	0	1	15.0
OAKLAND CC (1)	--	--	--	--	51.5	51.5	7.3	253	38	100	0	17.4
SCHLCRAFT C (1)	--	--	--	--	53.0	53.0	4.2	112	36	0	1	19.6
SOUTHWESTERN MI C (1)	--	--	--	--	35.5	35.5	5.0	46	37	0	0	10.8
ST CLAIR COUNTY CC (1)	--	--	--	--	49.1	49.1	5.3	79	37	95	0	16.0
WASHTENAW CC (1)	--	--	--	--	49.4	49.4	-15	154	39	88	0	16.0
WAYNE COUNTY CC (1)	--	--	--	--	54.7	54.7	2.7	121	56	93	0	23.8
WEST SHORE CC (1)	44.8	34.3	--	--	--	43.6*	--	27	41	85	0	8.6
BA+												
FERRIS STATE U (1)	54.4	47.0	41.0	38.2	28.6	46.4*	--	433	24	77	9	16.1
GRAND VALLEY STATE U (1)	56.8	47.9	38.8	32.3	--	46.8*	--	320	37	59	0	15.0
LAKE SUPERIOR STATE U (1)	51.0	44.6	35.5	24.9	--	42.2	3.6	111	30	70	1	13.5
NORTHERN MI U (1)	57.4	46.2	34.9	29.8	31.3	46.7	1.6	303	33	64	8	15.1
SAGINAW VALLEY STATE U (1)	49.9	44.8	36.4	25.7	--	44.7*	--	174	31	74	0	13.5
U OF MI-DEARBORN (1)	55.2	45.2	40.8	29.7	--	45.1	3.8	219	27	60	0	13.1
U OF MI-FLINT (1)	56.8	46.2	40.2	30.3	--	43.5*	--	177	34	47	4	11.8
Doctoral												
CENTRAL MI U (1)	58.9	46.0	39.7	31.4	--	49.0	-0.7	579	27	72	0	15.8
EASTERN MI U (1)	56.0	44.7	38.9	24.8	--	46.2	1.4	729	38	73	0	14.4
MI STATE U (1)	63.9	49.5	41.5	32.3	--	54.4	4.8	1,205	26	77	35	17.7
MI TECHNOLOGICAL U (1)	65.3	48.0	42.0	34.9	--	50.2	9.9	323	15	68	4	15.8
OAKLAND U (1)	63.3	51.8	43.2	39.2	--	53.5*	--	358	28	76	0	17.5
U OF MI-ANN ARBOR (1)	76.9	57.0	45.8	30.5	--	60.5*	--	1,748	26	63	11	15.3
WAYNE STATE U (1)	67.1	51.6	45.3	33.8	--	52.8	3.2	769	31	60	17	13.3
WESTERN MI U (1)	59.7	48.6	39.7	25.4	--	49.4	3.1	669	28	71	8	13.0

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Private Institutions												
AA												
GREAT LAKES JR C OF BUS (5)	--	29.0	24.7	20.2	+	25.7*	7.3	55	65	0	0	4.4
GREAT LAKES JR C OF BUS-BAD AXE (2)	--	--	--	--	--	--	--	--	--	--	--	--
GREAT LAKES JR C OF BUS-BAY CITY (2)	--	--	--	--	--	--	--	--	--	--	--	--
GREAT LAKES JR C OF BUS-CARO (2)	--	--	--	--	--	--	--	--	--	--	--	--
GREAT LAKES JR C OF BUS-MIDLAND (2)	--	--	--	--	--	--	--	--	--	--	--	--
LEWIS C OF BUSINESS (1)	--	--	--	--	21.9	21.9	21.0	10	60	0	0	--
SUOMI C (1)	--	--	--	--	32.1	32.1	-3.4	21	62	67	5	7.3
BA												
ADRIAN C (1)	43.9	32.0	31.6	26.9	--	38.4*	--	66	29	71	0	10.6
ALBION C (1)	56.3	44.3	34.6	--	--	46.4*	2.4	109	27	69	0	12.7
ALMA C (1)	52.5	40.8	33.5	--	--	42.4*	--	75	24	64	0	10.6
BAKER C OF FLINT (1)	+	+	37.5	--	--	37.5*	1.5	24	46	0	33	12.8
BAKER C OF MUSKEGON (1)	--	--	--	--	42.8	42.8	5.1	20	50	0	5	14.2
BAKER C OF OWOSSO (1)	+	+	38.6	--	--	38.6*	6.3	7	29	0	0	12.9
BAKER C OF PORT HURON (1)	--	--	--	--	+	+*	31.3	3	33	0	0	11.5
BLACK FOREST HALL (1)	--	--	--	--	--	--	--	0	--	--	100	--
CTR FOR CREATIVE STUDIES C OF ART & DESIGN (1)	40.1	33.6	26.7	--	--	37.1*	--	48	15	0	0	8.2
CLEARY C (4)	48.4	38.3	32.5	--	--	39.4*	--	33	36	52	0	--
CONCORDIA C (1)	--	--	--	--	--	--	--	0	--	--	100	--
DAVENPORT C (5)	--	48.7	46.0	31.4	--	42.1*	--	50	54	0	0	16.4
DAVENPORT C-LANSING (2)	--	--	--	--	--	--	--	--	--	--	--	--
DETROIT C OF BUS-DEARBORN (1)	--	--	--	--	34.5	34.5	4.3	26	46	88	0	14.2
DETROIT C OF BUS-FLINT (1)	--	--	--	--	25.6	25.6	0.0	6	50	0	14	--
DETROIT C OF BUS-WARREN (1)	--	--	--	--	27.3	27.3	3.8	13	38	0	0	12.0
GRACE BIBLE C (1)	+	+	--	--	--	+*	6.5	3	0	33	0	--
HILLSDALE C (4)	--	--	--	--	--	--	--	0	--	--	--	--
HOPE C (1)	51.4	42.0	35.0	--	--	44.5*	--	157	28	70	1	14.2
JORDAN C (1)	+	--	--	24.3	--	24.3*	--	37	57	0	5	3.8
KALAMAZOO C (1)	55.3	44.0	35.2	32.6	--	45.6*	--	92	33	62	0	12.0
KENDALL C OF ART & DESIGN (1)	33.0	35.6	30.5	--	--	32.5*	--	30	43	0	0	--
MI CHRISTIAN C (1)	--	+	23.0	19.4	--	20.2*	--	19	37	0	17	7.1
OLIVET C (1)	40.0	34.2	30.6	--	--	33.8*	--	44	41	41	0	6.1
ST MARYS C (1)	+	+	23.9	--	--	23.9*	9.1	9	33	0	0	4.9
SPRING ARBOR C (1)	36.9	32.1	28.4	25.0	--	32.1*	3.9	62	31	61	0	8.0
WILLIAM TYNDALE C (1)	+	+	27.8	--	--	27.8*	--	7	14	0	0	6.3
BA+												
AQUINAS C (1)	38.7	31.3	27.5	--	--	32.4*	2.5	90	42	64	0	8.1
CALVIN C (1)	47.1	41.0	36.3	30.5	--	44.6	3.4	212	17	67	0	12.5
CTR FOR HUMANISTIC STUDIES (1)	--	--	--	--	--	--	--	0	--	--	100	--
CRANBROOK ACADEMY OF ART (1)	--	--	--	--	--	--	--	0	--	--	100	--
DAVENPORT C-KALAMAZOO (1)	--	--	--	--	24.0	24.0*	--	10	80	0	62	6.0
GMI ENGINEERING & MGMT INST (1)	60.5	46.4	41.9	41.7	--	48.7*	--	71	24	58	45	--
LAWRENCE INST OF TECHNOLOGY (4)	52.8	42.7	35.6	28.6	43.7	42.4*	--	144	37	52	9	--
MADONNA U (1)	48.4	38.8	34.5	29.2	--	37.9*	--	85	61	4	4	7.3
MARYGROVE C (1)	44.0	36.5	29.0	--	--	35.1*	--	49	67	73	0	7.5
NORTHWOOD U (1)	37.8	29.8	32.3	--	--	33.3*	--	31	32	0	0	8.7
REFORMED BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SACRED HEART MAJOR SEM (1)	34.6	+	+	--	--	34.6*	7.6	12	33	0	0	9.6
SIENA HEIGHTS C (1)	+	34.2	30.0	--	--	32.4*	1.7	57	40	0	0	9.4
WALSH C OF ACCT'G & BUS ADMN (1)	+	53.4	47.2	--	--	49.9*	--	15	27	0	0	18.8
Doctoral												
ANDREWS U (1)	30.1	28.9	27.4	--	--	28.3*	--	33	42	27	83	9.0
CALVIN THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF DETROIT MERCY (4)	52.7	42.8	35.6	29.4	40.1	42.2	--	215	36	52	10	--
WESTERN THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MINNESOTA												
Public Institutions												
AA												
ALEXANDRIA TECH C (4)	--	--	--	--	37.7	37.7	--	76	20	91	10	--
ANOKA-RAMSEY CC (1)	--	--	--	--	44.5	44.5	2.3	73	45	100	0	13.1
ANOKA-RAMSEY CC-CAMBRIDGE (1)	--	--	--	--	41.8	41.8	1.4	11	45	100	0	--
AUSTIN CC (1)	--	--	--	--	42.8	42.8	-2.5	26	38	100	0	13.7
BRAINERD CC (1)	--	--	--	--	40.9	40.9	1.5	46	41	100	0	13.2
BRAINERD/STAPLES TECH C-BRAINERD (1)	--	--	--	--	37.9	37.9	--	44	45	95	8	10.3
BRAINERD/STAPLES TECH C-STAPLES (1)	--	--	--	--	38.3	38.3	--	44	23	77	12	10.2
DAKOTA COUNTY TECH C (1)	--	--	--	--	38.0	38.0	0.8	90	37	84	0	11.1
FERGUS FALLS CC (1)	--	--	--	--	41.1	41.1	-2.9	24	38	100	0	13.4
HENNEPIN TECH C (1)	--	--	--	--	39.4	39.4	--	178	31	0	0	10.3
HIBBING CC (1)	--	--	--	--	41.3	41.3	-0.2	43	42	100	0	13.4
HUTCHINSON/WILLMAR REGIONAL TECH COLL-HUTCHINSON (2)	--	--	--	--	--	--	--	--	--	--	--	--
HUTCHINSON/WILLMAR REGIONAL TECH COLL-WILLMAR (5)	--	--	--	--	37.4	37.4	--	100	24	93	2	9.4
INVER HILLS CC (1)	--	--	--	--	43.5	43.5	2.9	67	49	100	0	13.0
ITASCA CC (1)	--	--	--	--	41.7	41.7	4.0	29	38	100	0	13.4
LAKEWOOD CC (1)	--	--	--	--	43.6	43.6	-0.2	81	38	100	0	13.0
MESABI CC (1)	--	--	--	--	40.4	40.4	-6.5	29	45	100	0	13.3
MINNEAPOLIS CC (1)	--	--	--	--	43.5	43.5	0.5	77	51	100	0	13.0
NORMANDALE CC (1)	--	--	--	--	45.2	45.2	2.6	143	46	100	0	13.2
NORTH HENNEPIN CC (1)	--	--	--	--	43.9	43.9	-0.9	83	48	100	0	13.1
NORTHLAND CC (1)	--	--	--	--	42.5	42.5	0.3	22	32	100	0	13.4
NORTHWEST TECH C-BEMIDJI (4)	--	--	--	--	37.7	37.7	--	8	38	63	11	--
NW TECH C-DETROIT LAKES (1)	--	--	--	--	32.2	32.2	--	44	27	84	14	5.7
NW TECH C-EAST GRAND FORKS (1)	--	--	--	--	35.2	35.2	--	24	63	83	29	8.2
NW TECH C-MOORHEAD (1)	--	--	--	--	36.7	36.7	--	52	37	92	7	10.1
NW TECH C-THIEF RIVER FALLS (1)	--	--	--	--	33.5	33.5	--	36	28	86	10	8.1
NW TECH C-WADENA (4)	--	--	--	--	37.7	37.7	--	8	38	63	11	--
RAINY RIVER CC (1)	--	--	--	--	42.7	42.7	6.4	17	35	100	0	13.7
RANGE TECH C-EVELETH CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
RANGE TECH C-HIBBING CAMPUS (5)	--	--	--	--	38.9	38.9	--	60	27	95	0	10.3
RED WING/WINONA TECH C-RED WING (4)	--	--	--	--	37.7	37.7	--	8	38	63	11	--
RED WING/WINONA TECH C-WINONA (1)	--	--	--	--	37.0	37.0	--	73	37	100	0	6.3
ROCHESTER CC (1)	--	--	--	--	43.9	43.9	2.6	80	46	100	0	13.6
S. CENTRAL TECH C-ALBERT LEA (1)	36.7	--	--	--	--	36.7	--	123	35	80	0	15.0
S. CENTRAL TECH C-MANKATO (4)	+	+	+	--	37.6	37.6*	--	33	42	55	8	--
SW TECH C-CANBY (1)	--	--	--	--	35.0	35.0	--	15	20	67	0	8.2
SW TECH C-GRANITE FALLS (1)	--	--	--	--	59.2	59.2	--	35	37	97	0	7.9
SW TECH C-JACKSON (1)	--	--	--	--	34.7	34.7	--	29	10	90	0	8.3
SW TECH C-PIPESTONE (1)	--	--	--	--	34.1	34.1	--	14	50	93	42	8.7
ST PAUL TECH C (1)	--	--	--	--	58.0	58.0	28.4	119	37	94	0	13.1
VERMILION CC (1)	--	--	--	--	42.1	42.1	0.4	20	30	100	0	13.6
WILLMAR CC (1)	--	--	--	--	42.1	42.1	-0.9	33	30	100	0	13.4
WORTHINGTON CC (1)	--	--	--	--	42.3	42.3	-2.8	21	33	100	0	13.5
BA												
SOUTHWEST STATE U (1)	52.5	41.7	35.5	--	--	46.0*	--	117	21	81	0	14.4
U OF MN-CROOKSTON (1)	+	42.0	36.2	--	--	38.4*	1.1	30	23	90	21	13.2
U OF MN-MORRIS (1)	53.3	39.9	33.4	29.1	--	38.9	0.5	112	34	47	0	13.3
BA+												
BEMIDJI STATE U (1)	79.9	40.3	34.1	24.5	--	56.2	32.9	189	28	68	2	12.1
MANKATO STATE U (1)	52.3	44.1	37.1	28.0	--	45.3	1.8	489	29	68	0	12.7
METROPOLITAN STATE U (1)	52.6	42.7	36.2	--	--	42.4*	--	65	57	54	4	10.7
MINNEAPOLIS VA SCHL OF ANESTH (1)	--	--	--	--	--	--	--	--	--	--	--	--
MOORHEAD STATE U (1)	51.2	42.1	35.3	26.4	--	41.9	-2.4	345	37	66	0	12.1

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
ST CLOUD STATE U (1)	51.8	41.7	35.4	28.3	--	44.1	0.0	573	31	62	0	13.0
WINONA STATE U (1)	51.5	42.0	35.8	25.0	--	43.0	2.9	293	38	64	0	11.9
Doctoral												
U OF MN TWIN CITIES (1)	67.8	47.2	42.3	41.6	+	57.0*	--	1,215	23	80	21	16.3
U OF MN-DULUTH (1)	55.8	44.6	38.9	27.8	--	46.1	-0.4	255	26	71	11	14.9
Private Institutions												
AA												
BETHANY LUTHERAN C (1)	--	--	--	--	30.7	30.7	--	17	18	76	0	8.5
C OF ST CATHERINE-ST MARYS CAM (1)	+	--	33.2	26.5	--	32.6*	7.4	49	88	10	14	6.6
NEI C OF TECHNOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
APOSTOLIC BIBLE INST INC (1)	--	--	--	--	--	--	--	0	--	--	100	--
BETHANY C OF MISSIONS (4)	+	+	+	--	--	+*	--	6	33	67	0	--
CARLETON C (1)	63.8	48.6	39.4	--	--	52.8*	4.0	155	29	63	0	13.8
C OF ASSOCIATED ARTS (1)	--	+	+	--	--	+*	8.6	3	67	0	67	--
C OF ST BENEDICT (1)	49.3	40.4	33.4	28.9	+	38.3*	--	125	61	61	0	9.1
CONCORDIA C AT MOORHEAD (1)	52.6	41.9	35.6	31.1	--	41.1	1.9	162	33	57	2	8.1
CROWN C (1)	13.0	13.9	19.7	--	--	14.4*	--	22	14	50	0	23.1
GUSTAVUS ADOLPHUS C (1)	48.6	40.2	33.8	30.2	--	40.8	2.9	162	30	65	0	11.9
MACALESTER C (1)	65.3	49.2	40.6	34.3	--	51.9*	--	120	37	61	0	13.1
MN BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
NAES-TWIN CITIES (4)	46.3	36.9	31.3	--	+	37.2*	--	43	35	49	4	--
NORTH CENTRAL BIBLE C (1)	35.8	30.8	26.6	--	27.0	29.3*	--	33	24	0	0	7.1
NORTHWESTERN C (1)	37.6	34.5	31.3	--	--	33.6*	--	54	22	0	5	10.9
OAK HILLS BIBLE C (1)	--	--	--	--	+	+*	--	2	0	0	67	--
PILLSBURY BAPTIST BIBLE C (1)	+	24.2	21.4	18.7	--	21.1*	--	24	17	0	0	6.7
ST OLAF C (1)	55.1	41.7	35.5	30.1	--	44.6	3.2	235	33	76	0	9.8
BA+												
AUGSBURG C (1)	42.5	34.9	30.7	--	--	35.1*	--	124	42	53	0	9.2
BETHEL C (1)	42.7	35.7	31.4	28.0	--	37.5*	--	103	27	68	0	12.7
C OF ST CATHERINE-ST CATHERINE (1)	42.7	36.9	31.5	23.7	--	35.2*	--	123	67	54	0	7.4
C OF ST SCHOLASTICA (1)	46.4	38.1	32.8	28.4	+	34.5*	0.6	100	52	29	7	9.2
CONCORDIA C (1)	--	--	--	--	--	--	--	0	--	--	100	--
HAMLINE U (1)	55.6	44.6	32.6	26.9	--	46.1	-0.1	120	38	71	6	10.5
MINNEAPOLIS C OF ART & DESIGN (1)	37.9	33.0	28.0	--	--	34.6*	--	39	36	10	0	7.7
ST JOHNS U (1)	51.2	41.2	35.3	29.4	--	41.9*	--	126	25	65	0	11.4
ST MARYS C OF MN (1)	48.8	39.6	29.5	--	--	39.4*	4.2	81	19	53	0	8.5
Doctoral												
BETHEL THEOL SEM (1)	57.9	+	+	--	--	57.9*	--	15	7	93	0	13.5
CENTRAL BAPTIST THEOL SEM (4)	--	--	--	--	--	--	--	0	--	--	--	--
LUTHER NORTHWESTERN THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
UNITED THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF ST THOMAS (1)	56.3	42.9	36.6	32.1	--	40.2	2.0	310	32	52	0	10.5
MISSISSIPPI												
Public Institutions												
AA												
COAHOMA CC (1)	--	--	--	--	25.8	25.8	12.4	19	74	0	62	4.8
COPIAH-LINCOLN JR C (5)	--	--	--	--	27.8	27.8	4.6	85	49	0	0	6.5
COPIAH-LINCOLN JR C-NATCHEZ (2)	--	--	--	--	--	--	--	--	--	--	--	--
EAST CENTRAL CC (1)	--	--	--	--	25.6	25.6	1.9	46	39	0	13	5.2
EAST MS CC (1)	--	--	--	--	26.4	26.4	16.3	19	63	0	68	6.0
HINDS CC-JACKSON (2)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-RANKIN CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-RAYMOND CAMPUS (5)	--	--	--	--	30.3	30.3	4.6	375	62	0	5	7.3
HINDS CC-UTICA CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-VICKSBURG-WARREN CNTY (2)	--	--	--	--	--	--	--	--	--	--	--	--
HOLMES CC (1)	--	--	--	--	26.5	26.5	12.5	70	80	0	31	6.3
ITAWAMBA CC (1)	--	--	--	--	30.6	30.6	5.5	81	64	0	41	--
JONES COUNTY JR C (1)	--	--	--	--	36.7	36.7	11.4	98	55	0	32	8.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MERIDIAN CC (1)	--	--	--	--	30.3	30.3	2.0	61	72	0	48	6.2
MS DELTA CC (1)	--	--	--	--	31.0	31.0	2.6	57	75	0	43	5.6
MS GULF COAST CC (1)	--	--	--	--	30.4	30.4	7.9	274	58	0	15	7.4
NORTHEAST MS CC (1)	--	--	--	--	32.5	32.5	4.1	97	70	0	21	6.9
NORTHWEST MS CC (1)	--	--	--	--	34.1	34.1	15.3	140	62	0	21	--
PEARL RIVER CC (1)	--	--	--	--	28.5	28.5	5.9	98	59	0	16	5.5
SOUTHWEST MS CC (1)	--	--	--	--	32.5	32.5	12.6	45	67	0	15	7.6
BA+												
ALCORN STATE U (1)	40.8	36.3	32.7	25.9	--	31.0	12.4	145	43	25	14	7.9
MS U FOR WOMEN (1)	39.3	31.5	30.5	26.3	--	31.3	2.4	87	57	33	22	7.5
MS VALLEY STATE U (1)	34.6	32.0	28.7	22.8	--	28.7*	--	93	33	31	12	7.5
Doctoral												
DELTA STATE U (1)	40.1	33.5	31.4	26.4	--	33.3	4.6	156	39	31	11	7.6
JACKSON STATE U (1)	42.5	38.0	33.7	27.0	--	35.5	6.3	281	37	45	14	7.3
MS STATE U (1)	53.1	42.4	38.9	23.8	--	43.8*	--	382	26	64	43	9.3
U OF MS MAIN CAMPUS (1)	54.4	42.2	38.5	25.0	--	42.9*	3.7	359	24	52	18	9.5
U OF MS MED CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF SOUTHERN MS (1)	55.8	43.4	37.0	28.6	--	43.8	3.9	500	34	59	10	8.2
Private Institutions												
AA												
MARY HOLMES C (1)	--	24.4	+	22.5	--	23.3*	--	19	37	0	24	--
WOOD JR C (1)	23.1	+	+	17.9	--	19.8*	6.4	21	67	29	0	3.9
BA												
BELHAVEN C (1)	36.4	30.4	29.8	--	--	31.8*	--	34	29	50	0	5.2
BLUE MOUNTAIN C (1)	28.7	25.9	27.2	--	--	26.7*	--	25	52	20	0	5.9
RUST C (1)	29.0	40.7	26.0	20.8	--	26.3	2.6	61	26	15	0	3.4
SOUTHEASTERN BAPTIST C (1)	+	--	--	--	--	+ *	--	2	50	0	50	--
TOUGALOO C (1)	28.3	28.1	22.8	25.3	--	26.4*	--	66	35	39	0	5.6
WESLEY C (1)	--	--	+	--	--	+ *	--	2	50	0	0	--
BA+												
MILLSAPS C (1)	49.8	37.6	32.2	24.8	--	38.9*	--	85	31	53	0	8.8
MS C (4)	51.3	40.1	33.4	25.1	--	40.6*	--	110	34	47	11	--
WESLEY BIBLICAL SEM (1)	--	+	--	--	--	+ *	--	1	0	0	80	--
WILLIAM CAREY C (1)	35.3	28.5	25.9	23.3	--	29.1*	9.9	35	51	17	47	6.6
Doctoral												
JACKSON C OF MINISTRIES (4)	+	+	+	--	--	+ *	--	5	40	60	0	--
REFORMED THEOL SEM (1)	48.5	44.2	34.6	--	--	44.0*	--	25	4	0	0	12.1
MISSOURI												
Public Institutions												
AA												
CROWDER C (1)	--	--	--	--	24.7	24.7	2.6	45	27	0	18	4.8
EAST CENTRAL C (1)	--	--	--	--	29.9	29.9	-3.8	61	31	69	5	4.3
JEFFERSON C (1)	41.7	34.3	31.0	28.8	--	36.9	5.2	87	41	71	3	6.5
LONGVIEW CC (1)	--	--	--	--	36.6	36.6	1.9	90	40	60	6	8.4
MAPLE WOODS CC (1)	--	--	--	--	40.3	40.3	3.4	51	29	71	9	8.7
MINERAL AREA C (1)	--	--	--	--	29.8	29.8	14.6	47	51	0	15	5.9
MOBERLY AREA CC (1)	--	--	--	--	27.0	27.0	2.0	33	64	21	13	--
NORTH CENTRAL MO C (1)	--	--	--	--	29.8	29.8	1.6	18	56	61	14	6.1
PENN VALLEY CC (1)	--	--	--	--	37.9	37.9	1.6	82	57	52	14	8.6
ST LOUIS CC-FLORISSANT VALLEY (1)	50.7	44.8	38.2	31.8	--	46.7*	--	130	36	0	0	8.8
ST LOUIS CC-FOREST PARK (1)	50.4	44.3	36.8	32.1	--	43.3	-0.8	118	52	0	0	8.1
ST LOUIS CC-MERAMEC (1)	51.0	43.7	36.6	31.7	--	44.2	--	176	45	0	0	8.3
SW MO STATE U-WEST PLAINS (1)	--	38.3	31.2	25.1	--	31.5*	--	17	59	59	6	7.0
ST CHARLES COUNTY CC (1)	+	34.6	30.2	25.2	--	30.3*	4.2	58	57	0	3	6.1
STATE FAIR CC (1)	--	--	--	29.9	--	29.9*	--	44	39	0	15	5.2
THREE RIVERS CC (1)	--	--	--	--	27.1	27.1	1.8	53	42	47	0	5.3
BA												
HARRIS-STOWE STATE C (1)	35.0	29.8	30.9	26.8	--	30.5*	--	40	55	53	0	7.1
MO SOUTHERN STATE C (1)	49.1	40.6	34.9	30.1	--	39.0	2.5	178	25	60	5	8.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MO WESTERN STATE C (1)	47.3	39.3	33.5	27.6	- -	38.6	4.7	158	34	63	2	9.0
BA+												
CENTRAL MO STATE U (1)	51.7	43.8	37.9	27.9	- -	42.4*	4.2	419	33	62	8	9.6
LINCOLN U (1)	41.4	33.5	28.2	25.1	- -	30.8	0.9	119	45	35	0	7.3
NORTHEAST MO STATE U (1)	50.5	41.1	34.2	28.3	- -	38.6	2.9	325	30	48	1	8.7
NORTHWEST MO STATE U (1)	52.6	40.3	34.8	26.3	- -	37.9	5.5	227	35	39	2	8.3
SOUTHEAST MO STATE U (1)	50.5	43.2	35.9	29.6	- -	41.6	6.9	363	32	65	0	9.2
SOUTHWEST MO STATE U (1)	50.7	42.1	36.4	24.2	27.1	40.7*	- -	620	31	65	8	8.4
Doctoral												
U OF MO-COLUMBIA (1)	60.6	44.9	40.8	31.3	- -	49.1	7.2	629	24	64	30	9.9
U OF MO-KS CITY (1)	57.7	44.4	38.4	30.4	- -	47.8*	- -	280	26	75	35	9.7
U OF MO-ROLLA (1)	66.0	50.9	45.4	29.5	- -	55.4*	3.9	232	8	74	8	11.3
U OF MO-ST LOUIS (1)	56.8	45.0	40.9	48.3	- -	46.7	4.6	260	31	62	14	9.5
Private Institutions												
AA												
BURGE SCHL OF NURSING OF THE LESTER E COX MED CT (4)	- -	- -	+	- -	+	+ *	- -	2	50	0	0	- -
COTTEY C (1)	40.8	34.5	28.3	24.3	- -	32.8*	- -	34	56	56	0	7.4
KEMPER MILITARY SCHL & C (1)	- -	- -	- -	- -	20.9	20.9	-1.9	9	56	0	10	1.8
RANKEN TECH C (1)	- -	- -	- -	- -	32.4	32.4	- -	50	8	100	0	- -
ST LOUIS CONSERVATORY & SCHLS FOR THE ARTS (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	- -	- -
ST JOHNS REGIONAL HLTH CTR-SCHL OF RAD TECH (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
WENTWORTH MILITARY ACAD (4)	- -	- -	- -	- -	25.8	25.8*	- -	5	20	0	0	- -
BA												
CENTRAL BIBLE C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
CENTRAL CHRISTIAN C OF THE BIBLE (1)	29.7	- -	- -	- -	- -	29.7	8.2	4	0	0	0	4.9
CENTRAL METHODIST C (1)	40.9	33.6	25.9	22.4	- -	31.3*	- -	54	41	54	4	- -
C OF THE OZARKS (1)	44.6	38.5	35.0	- -	- -	39.6*	2.1	80	30	66	0	8.8
COLUMBIA C (1)	36.2	30.7	27.2	- -	+	30.3*	- -	47	34	47	0	7.5
CULVER-STOCKTON C (1)	39.6	35.0	30.8	- -	24.0	33.7*	- -	52	12	44	5	- -
DEACONESS C OF NURSING (1)	- -	- -	28.0	- -	- -	28.0*	- -	17	100	0	11	3.0
EVANGEL C (4)	45.9	36.9	31.3	26.6	+	36.4*	- -	78	32	49	5	- -
HANNIBAL-LAGRANGE C (1)	29.8	28.2	24.8	22.5	- -	25.8*	-1.3	37	51	0	3	6.6
KS CITY ART INST (1)	43.8	+	29.9	26.3	- -	36.9*	4.8	47	30	55	0	7.7
LOGAN C OF CHIROPRACTIC (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
MO BAPTIST C (1)	- -	+	27.6	22.4	- -	24.7*	- -	18	39	0	38	- -
MO VALLEY C (1)	35.4	32.6	27.8	28.2	- -	30.5*	- -	40	33	10	34	5.2
OZARK BIBLE INST (4)	46.3	+	31.4	- -	- -	38.9*	- -	12	33	58	0	- -
OZARK CHRISTIAN C (4)	46.3	36.9	31.3	- -	+	37.5*	- -	30	33	47	6	- -
RESEARCH C OF NURSING (1)	+	+	36.5	30.7	- -	35.1*	5.8	30	100	0	0	5.1
ST LOUIS CHRISTIAN C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
STEPHENS C (1)	- -	- -	- -	- -	28.1	28.1	1.1	60	53	57	3	- -
WESTERN BAPTIST BIBLE C (4)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	- -	- -
WESTMINSTER C (1)	45.3	39.6	29.8	28.5	- -	38.3*	- -	50	26	70	0	- -
WILLIAM JEWELL C (1)	42.2	35.3	30.6	- -	- -	37.1*	- -	85	40	73	3	9.9
WILLIAM WOODS C (1)	36.2	30.3	29.0	25.8	+	30.8*	6.4	43	56	37	4	7.8
BA+												
ASSEMBLIES OF GOD THEOL SEM (1)	35.0	34.3	+	- -	- -	34.8*	- -	11	0	64	0	5.1
AVILA C (1)	37.9	34.7	29.9	27.6	- -	32.2*	- -	52	62	0	0	- -
BAPTIST BIBLE C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
CALVARY BIBLE C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
CHRISTIAN OUTREACH SCHL OF MINISTRIES (4)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	- -	- -
CONCEPTION SEM C (1)	- -	- -	- -	- -	30.6	30.6	1.4	5	0	0	0	6.1
DRURY C (1)	44.3	39.2	32.3	25.1	- -	37.6*	-0.4	85	26	49	2	8.1
FONTBONNE C (1)	38.6	32.9	27.7	23.8	- -	30.7*	- -	42	64	45	0	- -
LINDENWOOD C (1)	41.5	37.8	31.7	- -	- -	34.6*	- -	51	47	0	47	4.9
MARYVILLE U OF ST LOUIS (1)	45.4	36.1	30.8	28.1	- -	35.8*	- -	55	62	42	29	8.1

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
PARK C (1)	34.1	32.3	28.5	--	--	30.7*	--	35	31	54	22	--
ROCKHURST C (1)	41.7	37.0	34.2	27.1	--	36.1*	--	93	30	60	6	7.2
SOUTHWEST BAPTIST U (4)	51.1	39.4	33.4	27.9	--	38.8	--	93	37	46	24	--
ST LOUIS C OF PHARMACY (1)	50.5	44.1	40.1	--	--	43.8	4.3	21	48	48	53	--
Doctoral												
CONCORDIA SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
COVENANT THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
EDEN THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
MIDWESTERN BAPTIST THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
NAZARENE THEOL SEM (1)	36.9	35.4	+	--	--	36.6*	--	15	0	73	0	14.9
ST LOUIS U-MAIN CAMPUS (1)	66.3	47.3	41.0	27.7	--	50.8	5.0	329	29	65	16	10.1
ST PAUL SCHL OF THEOLOGY (1)	47.7	+	33.5	--	--	37.4*	--	13	31	38	13	7.2
WA U (1)	74.2	51.1	44.7	29.4	--	58.1*	--	522	25	63	16	12.6
WEBSTER U (1)	50.5	41.7	32.5	--	+	39.3*	2.1	101	53	60	12	9.8
MONTANA												
Public Institutions												
AA												
DAWSON CC (1)	--	--	--	--	26.6	26.6	-2.3	23	48	35	8	7.7
FLATHEAD VALLEY CC (1)	--	--	--	--	32.3	32.3	-0.7	36	25	72	0	6.4
FORT BELKNAP C (1)	--	--	--	--	19.4	19.4	32.5	8	50	0	11	5.2
FORT PECK CC (4)	--	--	--	--	+	+ *	--	3	33	100	0	--
LITTLE BIG HORN C (4)	--	--	--	--	24.1	24.1	--	11	36	0	0	--
MILES CC (1)	--	--	--	--	28.2	28.2	3.8	24	54	0	4	8.9
STONE CHILD C (1)	--	--	--	--	21.6	21.6	-7.7	10	40	0	0	5.7
BA												
WESTERN MT C-U OF MT (1)	38.8	33.0	28.9	--	--	32.0*	-0.7	46	39	39	0	7.4
BA+												
EASTERN MT C (1)	40.9	35.8	29.2	24.1	--	34.9*	--	141	35	58	0	8.1
MT C OF MINERAL SCI & TECHN (1)	48.4	39.5	33.6	28.3	--	42.2*	0.1	87	14	63	0	9.2
NORTHERN MT C (1)	40.2	34.2	30.9	--	--	33.3*	1.3	77	22	42	3	7.9
Doctoral												
MT STATE U (1)	49.5	39.8	34.7	26.7	--	40.0	-0.1	396	30	55	15	8.7
THE U OF MT (1)	44.5	36.6	31.8	25.4	--	39.1	-0.9	373	25	61	4	8.2
Private Institutions												
AA												
BLACKFEET CC (4)	--	--	--	--	--	--	--	0	--	--	100	--
DULL KNIFE MEMORIAL C (1)	--	--	--	--	23.4	23.4	2.9	8	50	0	0	5.4
BA												
CARROLL C (1)	38.6	34.3	28.5	--	--	32.3*	--	64	38	58	0	6.8
MOUNTAIN STATES BAPTIST C (1)	--	--	--	--	--	--	--	--	--	--	--	--
ROCKY MOUNTAIN C (1)	34.7	28.6	25.3	--	--	29.1*	--	40	28	90	0	5.2
SALISH KOOTENAI CC (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA+												
C OF GREAT FALLS (1)	36.4	27.4	25.8	22.8	--	28.6*	4.8	43	30	56	0	6.5
NEBRASKA												
Public Institutions												
AA												
CENTRAL CC AREA (1)	--	--	--	--	25.9	25.9	3.3	42	71	0	68	8.1
MCCOOK CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
METROPOLITAN CC AREA (1)	--	--	--	--	31.5	31.5	-2.3	128	44	0	7	9.7
MID PLAINS CC (5)	--	--	--	--	32.2	32.2	1.3	56	27	100	28	9.8
NE C OF TECH AGRICULTURE (1)	--	--	27.2	18.8	--	23.0	-11	6	100	0	65	6.3
NE INDIAN CC (1)	--	--	--	--	21.7	21.7*	--	5	40	0	62	--
NORTHEAST CC (1)	--	--	--	--	31.6	31.6	3.3	87	25	0	0	10.6
SOUTHEAST CC AREA (1)	--	--	--	--	29.9	29.9	-0.6	23	48	0	90	9.3
WESTERN NE CC (1)	--	--	--	--	32.8	32.8	6.7	55	13	0	18	10.8

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
CHADRON STATE C (1)	48.9	40.4	32.9	30.6	--	40.1	5.3	87	23	56	0	8.8
PERU STATE C (1)	49.3	40.2	30.8	27.5	--	36.2*	--	46	15	50	8	8.3
U OF NE AT KEARNEY (1)	50.9	43.3	36.5	27.5	+	41.0*	--	308	30	56	0	--
WAYNE STATE C (1)	48.0	40.8	32.4	27.7	--	38.9	1.1	118	36	50	6	8.7
Doctoral												
U OF NE AT LINCOLN (1)	66.9	47.2	42.2	23.6	--	52.3	0.8	747	20	61	34	11.1
U OF NE AT OMAHA (1)	52.8	44.6	41.8	27.9	--	45.3*	--	394	29	64	2	9.5
U OF NE MED CTR (1)	+	38.6	35.0	23.2	--	33.5*	1.9	91	97	23	50	7.9
Private Institutions												
BA												
C OF ST MARY (1)	35.5	32.1	29.3	26.2	--	30.5*	--	43	74	0	0	6.2
DANA C (1)	34.1	30.2	27.6	--	--	30.4*	--	36	28	75	0	6.5
MIDLAND LUTHERAN C (1)	37.6	+	27.8	23.3	--	29.8*	--	52	35	60	0	6.9
NE CHRISTIAN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
NE METHODIST C OF NURSING & ALLIED HLT (1)	--	39.3	36.0	32.1	--	35.8	10.8	26	88	0	7	3.6
NE WESLEYAN U (1)	45.4	38.0	32.7	--	--	39.8*	--	85	33	59	2	8.5
PLATTE VALLEY BIBLE C (1)	+	--	--	--	--	+*	--	1	100	100	75	0.0
UNION C (1)	31.8	30.6	29.1	--	--	30.7*	--	18	33	33	55	7.6
YORK C (1)	29.9	27.2	21.2	--	--	24.0	-1.1	28	21	21	56	--
BA+												
BELLEVUE C (1)	37.5	34.0	27.5	--	--	31.2*	--	36	33	0	12	6.0
BRYAN MEM HOSP SCHL OF NURSE ANESTHESIA (1)	--	--	--	--	--	--	--	0	--	--	100	--
CLARKSON C (1)	+	41.1	38.2	34.1	--	36.8*	3.2	22	86	0	15	0.0
CONCORDIA TEACHERS C (1)	--	--	--	--	--	--	--	0	--	--	100	--
DOANE C (1)	43.6	40.4	32.6	23.7	--	36.3*	-14	57	35	46	0	7.1
GRACE C OF THE BIBLE (1)	+	32.3	--	--	--	32.3*	--	5	20	0	50	6.4
HASTINGS C (1)	42.8	35.9	30.5	26.2	--	35.4*	--	66	23	55	0	7.4
Doctoral												
CREIGHTON U (1)	64.6	45.4	33.6	27.2	25.8	43.7	4.4	248	31	60	27	9.3
NEVADA												
Public Institutions												
AA												
CC OF SOUTHERN NV (1)	43.2	--	--	35.0	--	39.8	0.7	150	35	58	7	7.3
NORTHERN NV CC (1)	37.6	--	--	--	--	37.6	0.3	29	38	59	3	6.8
TRUCKEE MEADOWS CC (1)	--	--	--	--	42.3	42.3	8.8	76	43	71	10	--
WESTERN NV·CC (1)	--	--	--	--	42.7	42.7	10.5	61	48	59	3	8.0
Doctoral												
U OF NV-LAS VEGAS (1)	59.8	47.8	39.2	29.2	--	45.0	-0.8	593	29	49	8	8.0
U OF NV-RENO (1)	64.9	48.3	39.4	34.1	--	51.1*	--	360	28	64	11	8.1
Private Institutions												
AA												
DEEP SPRINGS C (1)	--	--	--	--	21.2	21.2	--	3	0	0	0	33.7
BA+												
SIERRA NV C (1)	+	+	+	31.3	--	31.3*	--	9	11	0	0	8.5
NEW HAMPSHIRE												
Public Institutions												
AA												
NH TECH C AT BERLIN (1)	34.8	29.7	+	--	--	33.3*	--	24	38	0	27	9.9
NH TECH C AT CLAREMONT (1)	35.4	30.4	--	--	--	32.1*	-4.2	16	63	0	58	9.7
NH TECH C AT LACONIA (1)	35.6	+	27.4	--	--	32.7*	-17	20	25	0	26	9.6
NH TECH C AT MANCHESTER (1)	35.5	30.8	+	--	--	34.3*	--	36	36	0	27	10.2
NH TECH C AT NASHUA (1)	35.3	31.8	27.4	--	--	33.5*	-10	26	38	0	16	9.9
NH TECH C AT STRATHAM (1)	36.1	+	+	--	--	36.1*	--	25	48	0	14	10.5
NH TECH INST (1)	36.0	30.1	26.1	--	--	34.6*	--	68	59	0	30	10.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
U OF NH-MANCHESTER (1)	--	37.9	30.5	--	--	34.2*	--	17	35	41	0	10.1
BA+												
KEENE STATE C (1)	49.4	41.7	34.7	29.8	--	41.4*	--	175	39	70	3	11.4
PLYMOUTH STATE C (1)	51.8	40.5	34.8	29.4	+	42.2*	--	164	31	70	0	11.9
Doctoral												
U OF NH-MAIN CAMPUS (1)	59.2	45.4	37.4	--	--	48.1	--	544	30	76	6	12.5
Private Institutions												
AA												
CASTLE C (1)	--	--	--	--	23.1	23.1*	--	5	80	0	44	4.2
WHITE PINES C (1)	--	--	--	--	+	+ *	9.0	3	33	0	0	--
BA												
COLBY-SAWYER C (1)	39.7	38.0	27.7	--	--	33.1*	--	38	45	32	0	8.0
DANIEL WEBSTER C (1)	42.9	+	34.5	--	--	36.1*	7.5	19	26	0	17	8.5
FRANKLIN PIERCE C (1)	47.3	36.1	32.2	--	--	39.4*	--	76	29	0	0	11.7
MAGDALEN C (4)	+	--	--	--	--	+ *	--	1	0	100	0	--
ST ANSELM C (1)	51.0	40.3	33.8	27.9	--	37.8	3.2	107	33	53	2	9.8
THOMAS MORE C OF LIBERAL ARTS (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA+												
FRANKLIN PIERCE LAW CTR (1)	75.8	--	--	--	--	75.8	4.1	18	22	100	0	--
NEW ENGLAND C (1)	42.3	32.4	26.0	--	--	32.9*	--	65	35	12	0	9.6
NH C (1)	53.2	43.0	37.9	31.6	--	46.1*	--	81	30	4	5	13.6
NOTRE DAME C (1)	+	28.9	23.4	27.0	--	25.9*	--	33	76	0	8	5.1
RIVIER C (1)	45.8	36.0	32.9	30.2	--	36.4	1.3	53	58	55	15	7.0
Doctoral												
ANTIOCH NEW ENGL GRAD SCHL-NH (1)	--	--	--	--	--	--	--	0	--	--	100	--
DARTMOUTH C (1)	78.5	53.6	42.9	33.2	--	61.2*	--	371	26	64	0	16.4
NEW JERSEY												
Public Institutions												
AA												
ATLANTIC CC (1)	54.9	51.4	38.8	--	--	46.1*	--	82	46	70	0	13.0
BERGEN CC (1)	68.7	59.0	43.7	30.0	--	53.7	2.8	222	46	76	0	12.0
BROOKDALE CC (1)	62.2	47.1	41.5	32.6	--	47.9	4.3	187	49	70	0	24.2
BURLINGTON COUNTY C (1)	56.5	55.5	44.6	34.6	--	51.2	3.4	70	34	94	0	15.4
CAMDEN COUNTY C (1)	63.9	58.3	43.5	--	--	51.9*	--	108	42	72	14	17.0
COUNTY C OF MORRIS (1)	59.7	50.6	41.5	32.8	--	49.8	8.9	195	45	81	0	13.9
CUMBERLAND COUNTY C (1)	+	47.6	38.6	29.0	--	42.5*	8.8	38	42	76	5	14.1
ESSEX COUNTY C (4)	--	--	--	--	--	--	--	0	--	--	100	--
GLOUCESTER COUNTY C (1)	58.7	55.0	52.2	43.4	--	53.3*	--	71	34	89	0	17.7
HUDSON COUNTY CC (1)	49.2	40.2	39.1	28.4	--	34.8	-0.4	53	43	49	0	--
MERCER COUNTY CC (1)	57.8	51.0	39.6	32.7	--	48.4	10.4	111	39	86	9	14.7
MIDDLESEX COUNTY C (1)	65.0	57.8	48.1	36.2	--	51.7	10.1	206	45	54	0	9.8
OCEAN COUNTY C (1)	63.7	56.8	40.1	32.8	--	47.6	1.4	121	46	69	0	13.3
PASSAIC COUNTY CC (1)	57.0	44.2	35.3	27.0	--	38.8*	--	62	65	66	0	10.9
RARITAN VALLEY CC (1)	59.1	49.4	41.6	28.4	--	46.0	1.1	92	51	77	0	14.7
SALEM CC (1)	+	52.4	41.4	33.6	+	38.3*	--	28	50	54	0	--
SUSSEX COUNTY CC (1)	--	--	31.7	25.3	--	30.0*	7.2	29	62	0	0	--
UNION COUNTY C (1)	63.1	51.4	40.9	29.3	--	47.0	2.2	175	50	78	0	10.6
WARREN COUNTY CC (1)	--	--	+	26.4	--	26.4*	--	8	50	0	38	--
BA												
RAMAPO C OF NJ (1)	64.5	52.7	40.7	--	--	53.3*	--	130	32	79	1	17.5
THE RICHARD STOCKTON C OF NJ (1)	65.6	49.6	39.3	30.3	--	49.4*	--	178	34	65	0	11.7
BA+												
JERSEY CITY STATE C (1)	64.9	52.5	40.5	--	--	52.1*	--	237	41	77	0	17.1
KEAN C OF NJ (1)	64.0	51.6	42.3	--	--	52.6*	--	340	41	78	0	17.7
MONTCLAIR STATE C (1)	64.7	52.1	41.7	30.0	--	53.2	2.4	419	38	81	0	14.2
ROWAN C OF NJ (1)	70.1	55.1	42.8	31.4	--	54.3	6.7	292	32	81	0	11.9
RUTGERS U-CAMDEN (1)	87.2	63.4	50.6	36.1	--	65.9*	7.7	182	30	65	12	16.9
TRENTON STATE C (1)	64.5	52.4	42.2	--	--	52.5*	--	310	34	73	1	16.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
WILLIAM PATERSON C OF NJ (1)	65.3	51.9	40.9	33.5	--	53.6	2.8	311	38	74	0	14.2
Doctoral												
NJ INST OF TECHNOLOGY (1)	77.5	60.8	50.3	31.6	50.3	61.2	2.6	283	12	59	8	16.7
RUTGERS U-NEW BRUNSWICK (1)	86.2	61.2	48.4	33.9	55.0	67.7*	--	1,105	27	93	20	17.2
RUTGERS U-NEWARK (1)	89.7	64.2	53.7	39.7	56.4	68.9	6.3	319	35	71	15	17.4
U OF MED & DENTISTRY OF NJ (1)	+	50.2	41.9	--	--	43.3*	--	29	90	3	84	14.2
Private Institutions												
AA												
OVERLOOK HOSPITAL SCHL OF RADIOGRAPHY (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
BLOOMFIELD C (1)	47.6	43.4	35.4	33.0	--	40.8*	--	46	39	52	0	10.4
CENTENARY C (1)	+	30.8	25.4	22.1	--	26.2*	--	33	67	24	8	6.1
RABBINICAL C OF AMERICA (1)	--	--	--	--	--	--	--	0	--	--	100	--
TALMUDICAL ACAD-NJ (1)	15.3	--	--	--	--	15.3	--	4	0	0	0	12.0
BA+												
CALDWELL C (1)	44.0	38.2	31.2	28.9	--	35.3*	6.5	53	60	40	0	7.4
C OF ST ELIZABETH (1)	42.6	39.1	32.2	--	--	37.3*	4.6	47	87	49	0	5.5
FELICIAN C (1)	+	35.1	31.1	27.1	--	32.0*	--	44	55	0	0	6.6
GAN COURT C (1)	49.0	42.5	37.3	30.5	+	40.9*	4.5	71	59	28	0	8.4
MONMOUTH C (1)	63.2	50.9	40.8	--	--	52.5*	--	125	25	70	0	15.2
NEW BRUNSWICK THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
NEW SCHL FOR MUSIC STUDY (4)	--	--	--	--	--	--	--	0	--	--	--	--
RIDER C (1)	63.4	54.5	51.1	--	+	56.1*	--	185	36	75	11	12.2
ST PETERS C (1)	47.7	39.1	31.7	28.2	--	40.9*	--	117	27	75	0	11.0
THE SCHL OF MUSIC OF RIDER C (1)	37.1	29.2	26.5	--	--	31.0*	--	40	38	60	0	7.3
UPSALA C (4)	45.0	39.4	30.0	27.7	--	34.8*	--	53	45	45	0	--
Doctoral												
DREW U (1)	60.3	44.1	38.5	31.7	--	50.7*	--	118	39	72	1	13.0
FAIRLEIGH DICKINSON U-ALL CAM (1)	53.1	43.7	39.7	28.5	--	45.6	1.0	255	25	67	16	14.0
PRINCETON THEOL SEM (1)	75.3	54.3	42.0	--	--	62.4	4.3	42	26	81	0	24.7
PRINCETON U (1)	96.3	56.4	43.7	41.6	--	74.9	5.4	702	20	67	0	16.1
SETON HALL U (1)	74.1	56.4	41.2	31.9	45.7	55.5	3.4	344	33	61	1	12.7
STEVENS INST OF TECHN (1)	65.0	49.6	41.5	26.5	--	54.5*	-0.2	137	9	58	0	14.1

NEW MEXICO

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Public Institutions												
AA												
ALBUQUERQUE TECH/VOC INST (1)	--	--	--	--	26.4	26.4	26.7	36	81	100	88	6.4
CLOVIS CC (1)	--	--	--	--	29.9	29.9	10.3	32	53	13	20	7.7
EASTERN NM U-ROSWELL CAMPUS (1)	--	--	+	28.2	+	28.2*	1.9	42	57	45	7	6.6
INST OF AMERICAN INDIAN ARTS (1)	22.9	--	--	--	--	22.9	--	37	46	0	0	3.4
NM JR C (1)	--	--	--	--	32.4	32.4	3.0	57	35	0	0	5.8
NM MILITARY INST (1)	43.1	35.1	31.6	24.9	+	32.9*	--	65	26	57	11	8.2
NM STATE U-ALAMOGORDO (1)	41.8	+	29.5	26.3	--	28.5*	2.1	42	48	33	0	6.7
NM STATE U-CARLSBAD (1)	+	35.0	30.6	29.5	--	31.5*	3.9	24	54	46	0	7.4
NM STATE U-DONA ANA (1)	+	33.2	27.6	25.2	--	27.4*	4.9	42	55	29	28	6.6
NM STATE U-GRANTS (1)	+	+	25.2	--	--	25.2*	--	10	60	30	0	6.6
NORTHERN NM CC (1)	--	--	--	--	25.9	25.9	3.2	48	52	31	0	5.3
SAN JUAN C (1)	38.0	35.2	33.7	32.0	--	33.6*	--	61	38	0	0	9.5
SANTA FE CC (1)	--	--	--	--	38.7	38.7	6.1	7	57	0	79	8.0
U OF NM-GALLUP BRANCH (4)	+	+	+	--	41.8	41.8*	--	34	47	35	13	--
U OF NM-VALENCIA CAMPUS (1)	--	+	29.4	26.5	--	28.0*	--	20	50	5	0	6.0
BA+												
EASTERN NM U-MAIN CAMPUS (1)	49.7	37.7	32.1	29.9	--	36.1*	--	144	37	40	0	8.5
NM HIGHLANDS U (1)	43.5	36.2	30.5	--	+	34.9*	--	115	37	39	3	8.9
WESTERN NM U (1)	45.1	35.8	30.0	22.7	--	35.0*	--	75	40	51	13	8.2
Doctoral												
NM INST OF MINING & TECHN (1)	53.0	42.6	40.4	--	31.3	45.4*	--	98	10	64	9	9.6
NM STATE U-MAIN CAMPUS (1)	53.1	43.8	36.6	24.5	--	43.0	3.8	455	29	51	22	9.7

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
U OF NM-MAIN CAMPUS (1)	58.1	43.0	37.8	30.7	- -	46.6	2.6	813	32	68	3	9.5
Private Institutions												
BA												
C OF THE SOUTHWEST (1)	- -	+	27.7	- -	- -	27.7*	- -	14	43	0	0	- -
NAZARENE INDIAN BIBLE C (4)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	- -	- -
BA+												
C OF SANTA FE (1)	39.3	33.4	29.1	- -	- -	33.7*	- -	40	28	50	11	- -
ST JOHN'S C (1)	- -	- -	- -	- -	44.2	44.2	3.9	53	25	51	0	14.6
NEW YORK												
Public Institutions												
AA												
ADIRONDACK CC (1)	49.2	38.1	29.2	- -	- -	37.3*	- -	97	41	77	0	12.4
BROOME CC (1)	55.2	46.3	38.6	33.2	- -	46.8	2.8	164	37	83	0	11.9
CAYUGA COUNTY CC (1)	46.9	35.6	32.1	- -	- -	44.6*	- -	52	37	92	5	12.4
CLINTON CC (1)	42.5	40.5	29.8	25.9	- -	34.0*	- -	43	44	49	0	10.5
COLUMBIA-GREENE CC (1)	50.5	40.5	35.8	24.3	- -	40.2*	-1.8	47	45	74	4	13.4
CORNING CC (1)	52.6	39.2	31.0	24.3	- -	42.4	7.0	112	32	68	1	10.9
CUNY BOROUGH OF MANHATTAN CC (1)	71.5	54.8	44.2	36.9	- -	54.8	4.2	288	50	64	0	0.0
CUNY BRONX CC (1)	72.9	58.6	48.1	42.3	- -	58.9*	- -	199	41	69	0	0.0
CUNY HOSTOS CC (1)	73.0	55.9	45.2	41.7	- -	53.0	13.6	151	50	57	0	0.0
CUNY KINGSBOROUGH CC (1)	72.7	59.6	44.8	42.7	- -	57.8	10.3	239	41	72	0	0.0
CUNY LA GUARDIA CC (1)	69.0	55.4	42.7	40.3	- -	53.0	12.3	230	58	54	0	0.0
CUNY QUEENSBOROUGH CC (1)	72.9	60.5	49.8	43.6	- -	63.5*	- -	279	37	87	0	0.0
DUTCHESS CC (1)	55.9	46.6	39.1	31.3	- -	43.4	6.6	147	47	69	0	13.0
ERIE CC-CITY CAMPUS (1)	49.5	43.0	38.4	28.0	- -	39.4	4.3	108	47	80	0	- -
ERIE CC-NORTH CAMPUS (1)	50.0	43.5	38.8	27.8	- -	42.7	3.4	213	46	85	0	10.2
ERIE CC-SOUTH CAMPUS (1)	48.9	43.6	38.5	27.0	- -	41.8	-2.8	100	40	86	0	- -
FINGER LAKES CC (1)	48.1	38.3	33.0	28.3	- -	38.3	4.7	98	38	72	0	11.1
FULTON-MONTGOMERY CC (1)	53.0	44.6	34.2	28.2	- -	42.1	-2.6	54	33	80	0	11.9
GENESEE CC (1)	49.1	42.2	33.6	25.3	- -	44.0*	- -	80	45	0	0	13.0
HERKIMER COUNTY CC (1)	43.6	35.6	28.3	23.7	- -	33.6	8.5	84	39	75	0	11.1
HUDSON VALLEY CC (1)	53.1	43.5	37.0	28.4	- -	42.7	0.8	268	42	82	0	12.0
JAMESTOWN CC (5)	48.0	37.9	32.5	28.7	- -	38.4	-1.7	112	42	79	0	12.5
JAMESTOWN CC-CATTARAUGUS CTY (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
JEFFERSON CC (1)	55.3	41.6	36.2	30.4	- -	41.1*	3.2	69	42	62	0	11.0
MOHAWK VALLEY CC (5)	46.1	39.1	32.1	25.3	- -	35.6	5.9	153	35	78	0	9.8
MOHAWK VALLEY CC ROME BRANCH (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
MONROE CC (1)	58.3	47.6	39.3	32.6	- -	48.0*	- -	273	38	82	4	13.3
NASSAU CC (1)	76.6	59.6	51.4	42.8	- -	62.5	3.3	514	42	82	0	20.4
NIAGARA COUNTY CC (1)	54.3	47.0	39.6	31.8	- -	45.6	4.0	146	42	77	1	12.2
NORTH COUNTRY CC (5)	47.8	43.5	32.8	26.8	- -	38.6*	- -	43	33	72	0	12.4
NORTH COUNTRY CC-MALONE (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
NORTH COUNTRY CC-TICONDEROGA (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
ONONDAGA CC (1)	48.9	41.8	36.2	31.8	27.5	41.6*	-1.9	192	46	89	0	17.6
ORANGE COUNTY CC (1)	55.9	47.7	40.2	32.0	- -	43.5	3.8	151	47	74	0	15.6
ROCKLAND CC (1)	56.1	45.6	37.6	28.4	- -	44.7	10.8	160	52	70	0	14.8
SCHENECTADY COUNTY CC (1)	47.6	36.4	29.0	18.0	- -	37.5*	1.5	57	37	100	0	12.0
SUFFOLK COUNTY CC-AMMERMAN (1)	60.6	43.8	35.9	28.7	- -	53.1	1.3	248	39	86	0	15.4
SUFFOLK COUNTY CC-EASTERN (1)	57.6	37.9	31.3	33.1	- -	44.2*	-1.2	41	44	68	0	13.6
SUFFOLK COUNTY CC-WESTERN (1)	56.2	47.2	37.9	30.4	- -	47.1	1.5	87	43	70	0	14.3
SULLIVAN COUNTY CC (1)	45.5	38.9	32.9	- -	- -	41.1*	- -	62	31	82	0	- -
SUNY C OF AGRIC/TECHN-MORRISVILLE (1)	49.7	38.9	31.7	28.5	- -	39.9*	- -	120	35	60	2	11.7
SUNY C OF TECHNOLOGY AT CANTON (1)	46.7	39.2	34.3	27.6	- -	40.2*	- -	91	27	76	1	11.6
SUNY C OF TECHNOLOGY AT DELHI (1)	48.3	39.6	30.7	28.3	- -	38.4	3.1	110	22	56	1	11.6
SUNY ULSTER COUNTY CC (1)	49.1	39.9	34.4	29.9	- -	42.0	10.5	75	39	80	0	13.6
SUNY WESTCHESTER CC (1)	66.1	57.9	47.9	- -	- -	56.5*	- -	178	40	84	0	19.5
TOMPKINS-CORTLAND CC (1)	43.1	32.7	30.5	27.8	- -	37.2*	- -	64	48	81	0	11.9

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
CUNY MEDGAR EVERS C (1)	70.4	56.2	46.2	43.6	--	54.4*	--	110	49	55	0	0.0
CUNY NY CITY TECH C (1)	72.5	57.5	49.3	45.1	--	58.6*	--	307	40	79	0	0.0
CUNY YORK C (1)	71.5	60.4	46.3	44.3	--	57.9*	8.8	147	41	71	0	0.0
SUNY C AT OLD WESTBURY (1)	59.4	48.0	37.4	31.2	--	47.0*	--	125	48	65	2	13.3
SUNY C OF AGRIC/TECHN AT COBLESKILL (1)	49.3	38.2	34.2	27.0	--	40.3	2.5	126	33	77	2	11.7
SUNY C OF TECHNOLOGY AT ALFRED (1)	52.5	43.7	33.5	27.5	--	41.4*	--	169	16	71	1	12.3
SUNY C OF TECHN AT FARMINGDALE (1)	55.9	45.5	35.4	29.3	--	45.4	7.2	229	34	64	3	12.6
U.S. MERCHANT MARINE ACAD (4)	67.6	55.6	7.3	--	--	48.2*	--	50	12	64	6	--
U.S. MILITARY ACAD (1)	71.0	+	40.1	--	--	64.8*	--	20	15	0	51	--
BA+												
CUNY BERNARD M BARUCH C (1)	71.9	58.5	49.8	46.5	--	60.1	10.6	438	32	68	0	0.0
CUNY BROOKLYN C (1)	74.2	60.4	46.2	46.9	--	65.7*	--	557	32	83	0	0.0
CUNY CITY C (1)	75.1	59.2	49.0	46.9	--	65.3*	--	587	31	73	0	0.0
CUNY C OF STATEN ISLAND (1)	73.6	61.1	49.0	45.2	--	61.7*	--	293	32	84	0	0.0
CUNY HUNTER C (1)	72.4	58.2	46.3	44.4	--	60.7*	--	572	49	72	0	0.0
CUNY LEHMAN C (1)	74.7	59.3	48.4	47.5	--	61.8*	--	324	40	72	0	0.0
FASHION I OF TECHNOLOGY (1)	74.8	57.5	48.5	--	--	57.1*	2.7	177	43	97	0	15.0
KING COUNTY HOSP SCHL FOR NURSE ANESTHETISTS (4)	--	--	--	--	--	--	--	0	--	--	--	--
QUEENS C (5)	74.6	60.5	47.9	46.4	--	62.9*	--	631	33	74	0	0.0
SUNY C AT BROCKPORT (1)	60.3	50.1	39.7	34.2	--	49.2	4.2	295	27	77	0	14.3
SUNY C AT BUFFALO (1)	53.6	43.2	35.8	32.3	--	44.4*	2.2	420	30	71	1	12.9
SUNY C AT CORTLAND (1)	53.3	41.1	34.1	34.7	--	43.3*	--	232	29	67	1	13.0
SUNY C AT FREDONIA (1)	56.6	44.3	35.0	26.8	--	45.1	0.6	227	26	67	3	13.5
SUNY C AT GENESEO (1)	54.1	41.1	34.7	33.8	--	40.5	-0.1	240	32	53	1	12.1
SUNY C AT NEW PALTZ (1)	58.7	45.9	37.5	29.3	--	46.3	2.3	270	31	66	5	13.7
SUNY C AT ONEONTA (1)	53.8	42.8	36.2	30.0	--	43.9*	--	266	33	72	0	13.2
SUNY C AT OSWEGO (1)	53.8	42.6	34.0	29.7	--	44.2*	--	297	29	69	2	13.3
SUNY C AT PLATTSBURGH (1)	54.0	43.5	34.3	29.0	--	44.5*	--	263	29	68	1	13.3
SUNY C AT POTSDAM (1)	53.1	41.3	33.7	30.7	--	42.4	3.2	218	31	65	0	12.7
SUNY C AT PURCHASE (1)	53.4	43.2	36.2	34.5	--	43.8*	--	114	35	70	0	13.3
SUNY EMPIRE STATE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SUNY I OF TECHN AT UTICA-ROME (1)	53.6	45.7	41.4	36.6	--	44.8*	5.5	85	26	68	0	12.9
SUNY MARITIME C (1)	51.8	43.9	40.1	--	--	46.6*	--	46	7	72	2	12.9
Doctoral												
CORNELL U-NY STATE STATUTORY CS (1)	79.6	60.4	54.6	31.8	--	52.8*	--	75	35	44	85	0.0
CUNY GRAD SCHL & U CTR (1)	81.7	61.0	49.1	--	--	78.6*	5.8	117	33	66	0	0.0
CUNY JOHN JAY C CRIMINAL JUSTICE (1)	73.0	58.9	47.4	43.8	--	61.0*	--	230	39	78	0	0.0
NY STATE C OF CERAMICS AT ALFRED UNIV (1)	67.7	44.8	40.2	--	--	52.7*	--	37	14	97	3	15.1
SUNY AT ALBANY (1)	73.3	52.6	40.8	34.1	--	57.7	4.6	627	26	73	2	16.2
SUNY AT BINGHAMTON (1)	70.5	51.1	40.7	36.3	--	55.5	3.5	460	23	73	0	16.0
SUNY AT BUFFALO (1)	75.6	53.9	42.8	37.9	--	60.4*	4.5	819	23	74	17	16.5
SUNY AT STONY BROOK (1)	75.4	53.5	42.1	38.2	--	60.2	4.4	657	23	71	18	16.4
SUNY C OF ENVIRONMENTAL SCIENCE & FORESTRY (1)	58.8	46.6	37.4	--	--	45.3*	--	49	14	53	56	13.4
SUNY C OF OPTOMETRY (1)	+	--	+	--	--	+ *	--	2	0	50	96	0.0
SUNY HLTH SCI CTR-BROOKLYN (1)	--	--	--	--	--	--	--	0	--	--	100	--
SUNY HLTH SCI CTR-SYRACUSE (1)	--	--	--	--	--	--	--	0	--	--	100	--
Private Institutions												
AA												
AMERICAN ACAD OF DRAMATIC ARTS (1)	--	--	--	--	--	--	--	0	--	--	--	--
BRAMSON ORT TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
COCHRAN SCHL OF NURSING (1)	--	--	--	--	--	--	--	0	--	--	100	--
EMPIRE STATE BAPTIST SEM (4)	--	--	--	--	--	--	--	0	--	--	--	--
HELENE FULD SCHL OF NURSING (1)	--	--	--	--	--	--	--	0	--	--	100	--
LONG ISLAND C HOSP SCHL OF NURS (4)	--	--	--	--	--	--	--	0	--	--	100	--
MARIA C OF ALBANY (1)	32.1	29.8	23.6	21.9	--	24.9*	4.8	28	86	36	0	3.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MATER DEI C (1)	--	--	--	--	--	--	--	0	--	--	100	--
PAUL SMITHS C OF ARTS & SCIENCE (1)	36.8	30.8	25.0	20.4	--	29.2*	--	57	32	0	11	--
PHILLIPS BETH ISRAEL SCHL OF NURS (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAGE JR C OF ALBANY (2)	--	--	--	--	--	--	--	--	--	--	--	--
ST ELIZABETH HOSP SCHL OF NURS (1)	--	--	--	--	--	--	--	0	--	--	100	--
SARA SCHENIRER TEACHERS SEM (1)	--	--	--	--	11.7	11.7	--	56	82	0	0	1.0
TROCAIRE C (1)	29.8	25.5	24.4	23.7	--	25.5*	--	40	90	0	2	5.8
VILLA MARIA C BUFFALO (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
ASSOCIATED BETH RIVKAH SCHLS (4)	54.5	+	+	--	--	54.5*	--	9	33	78	0	--
BAIS FRUMA (4)	+	--	--	--	--	+ *	--	1	0	100	0	--
BARNARD C (1)	73.3	51.6	39.5	36.1	32.7	50.9*	--	154	62	41	0	14.5
BETH HAMEDRASH SHAAREI YOSHER I (1)	--	--	--	--	--	--	--	--	--	--	--	--
BETH HATALMUD RABBINICAL C (1)	--	--	--	--	--	--	--	0	--	--	100	--
BETH JOSEPH RABBINICAL SEM (4)	54.5	43.3	35.2	--	--	43.4*	--	37	38	54	8	--
BNOS JERUSALEM SEM (4)	54.5	44.1	35.2	--	--	43.2*	--	15	33	60	0	--
BORICUA C (1)	--	--	--	--	--	--	--	0	--	--	100	--
CAZENOVIA C (1)	44.3	35.4	29.6	26.7	--	33.8	2.9	44	61	48	0	--
C OF AERONAUTICS (4)	46.0	41.6	37.0	32.2	--	41.0*	--	60	12	48	50	--
CONCORDIA C (1)	--	--	--	--	--	--	--	0	--	--	100	--
CULINARY INST OF AMERICA (1)	--	--	--	--	--	--	--	0	--	--	100	--
DERECH AYSON RABBINICAL SEM (4)	54.5	43.3	35.2	--	--	43.1*	--	36	39	53	8	--
DOMINICAN C OF BLAUVELT (1)	48.1	40.0	35.4	30.6	--	36.7*	8.6	42	60	55	0	8.8
HAMILTON C (1)	63.1	47.8	37.8	35.4	--	47.8	3.2	149	38	55	0	12.4
HARTWICK C (1)	51.3	42.3	34.0	--	31.0	42.0	1.6	120	33	59	2	9.5
HILBERT C (1)	31.8	+	26.1	26.9	--	27.7*	5.8	28	57	0	0	5.8
HOBART WILLIAM SMITH CS (1)	60.5	46.2	35.2	--	--	49.9	2.9	134	37	75	0	12.5
HOUGHTON C (1)	36.9	32.3	26.5	--	--	32.7*	-2.0	77	23	61	0	10.1
KEUKA C (1)	40.4	33.8	28.8	--	--	34.0*	--	44	41	45	0	6.3
LONG ISLAND SEM OF JEWISH STUDIES (4)	54.5	43.3	35.2	--	--	43.2*	--	31	39	52	9	--
MARYMOUNT C (1)	42.6	34.9	29.7	--	--	36.1*	--	56	61	75	0	--
MARYMOUNT MANHATTAN C (4)	53.1	39.4	33.1	--	--	37.7*	--	49	59	76	0	--
MEDAILLE C (1)	43.5	37.1	27.6	--	--	35.8*	6.6	43	47	51	0	--
MERCY C-BRONX BRANCH CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
MERCY C-WHITE PLAINS BRANCH (2)	--	--	--	--	--	--	--	--	--	--	--	--
MERCY C-YORKTOWN HGHTS CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
NY SCHL OF INTERIOR DESIGN (4)	--	--	--	--	--	--	--	0	--	--	100	--
NORTHEAST CTR FOR JUDAIC STUDIES (4)	+	--	--	--	--	+ *	--	1	0	100	0	--
OHR HAMEIR THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	--	--
RABBINICAL C OF LONG ISLAND (1)	16.8	--	--	--	--	16.8	--	4	0	100	0	--
REGENTS C-U OF THE STATE OF NY (1)	--	--	--	--	--	--	--	--	--	--	--	--
ST JOSEPHS C-MAIN CAMPUS (5)	49.3	39.8	34.9	27.1	--	37.3*	--	80	65	24	1	--
ST JOSEPHS C-SUFFOLK CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
SIENA C (1)	51.5	42.9	35.7	--	--	43.5*	--	155	31	74	0	13.6
ST FRANCIS C (1)	54.3	46.6	34.4	28.8	--	45.2*	--	56	36	43	0	12.7
TALMUDICAL SEM OF OHOLEI TORAH (1)	14.5	--	--	--	--	14.5	--	8	0	0	0	4.8
THE KINGS C (4)	37.4	34.8	30.7	31.0	+	32.5*	--	39	26	33	0	--
UTICA C OF SYRACUSE U (1)	48.7	39.4	33.9	--	--	40.1	5.3	105	33	68	0	12.2
WADHAMS HALL SEM C (4)	--	--	--	--	--	--	--	0	--	--	100	--
WEBB I OF NAVAL ARCHITECTURE (1)	62.2	+	+	--	--	62.2*	-5.0	8	13	13	0	12.9
WELLS C (1)	48.8	40.2	31.8	--	--	41.6*	--	46	52	65	0	--
YESHIVA & KOLLEL HARBOTZAS TORAH (4)	54.5	+	35.2	--	--	42.9*	--	14	36	57	0	--
BA+												
AUDREY COHEN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
BANK STREET C OF EDUC (1)	--	--	--	--	45.6	45.6	2.4	47	77	0	16	11.1
BARD C (4)	64.6	46.0	36.7	--	--	52.3	--	77	30	61	0	--
CANISIUS C (1)	51.1	44.2	35.2	--	--	43.8	4.9	190	21	71	0	10.9
CENTRAL YESHIVA TOMCHEI TMIMIM LUBAVITZ (1)	30.2	25.4	--	--	21.1	26.1	--	17	0	71	0	9.9
COLGATE U (1)	66.9	50.5	40.6	--	--	54.2*	2.0	198	29	70	0	13.8

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C OF MOUNT ST VINCENT (1)	+	38.5	33.6	31.5	--	35.2*	--	47	60	40	4	8.8
C OF NEW ROCHELLE (1)	53.9	44.9	39.1	--	--	44.9*	--	67	60	72	0	--
C OF ST ROSE (1)	45.6	40.8	32.9	29.2	--	37.4	2.3	129	51	59	0	8.1
COOPER UNION (1)	68.4	51.4	42.9	--	--	60.9*	--	59	20	78	0	17.3
D'YOUVILLE C (1)	40.4	38.5	32.7	32.5	--	35.9	6.9	76	61	46	0	--
DAEMEN C (1)	44.5	38.9	32.1	26.6	--	36.2*	4.1	62	42	52	10	11.0
DOWLING C (1)	66.1	59.6	48.4	--	--	56.9*	3.7	93	30	57	0	21.5
ELMIRA C (1)	49.7	34.4	30.6	--	--	36.1	8.2	60	35	70	5	10.9
GRAD SCHL OF FIGURATIVE ART (4)	--	54.6	--	--	--	54.6	--	4	0	0	0	--
HADAR HATORAH RABBINICAL SEM (4)	54.5	+	35.2	--	--	41.6*	--	13	38	54	0	--
HARLEM-LEHMAN NURSE ANESTHESIA PROGRAM (1)	--	--	--	--	--	--	--	--	--	--	--	--
IONA C (1)	59.4	46.2	39.8	28.7	--	46.4*	--	192	32	69	0	12.7
ITHACA C (4)	60.8	48.1	36.9	28.1	--	44.2	--	414	37	51	0	--
LE MOYNE C (1)	54.2	45.5	36.5	--	--	45.0*	4.9	119	34	70	0	11.9
LONG ISLAND U-BRENTWOOD (2)	--	--	--	--	--	--	--	--	--	--	--	--
LONG ISLAND U-ROCKLAND CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
LONG ISLAND U-SOUTHAMPTON C (2)	--	--	--	--	--	--	--	--	--	--	--	--
MANHATTAN C (1)	59.5	50.0	38.8	--	--	49.1*	--	172	23	74	0	13.2
MANHATTANVILLE C (1)	53.4	35.7	33.6	29.4	--	41.6*	-9.2	65	52	65	0	10.2
MARIST C (1)	59.0	48.5	37.3	33.3	--	41.7*	--	151	32	43	0	12.5
MARYKNOLL SCHL OF THEOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
MERCY C-MAIN CAMPUS (5)	52.4	40.1	35.2	27.6	--	43.0*	--	137	44	46	8	9.8
MOLLOY C (1)	54.1	43.5	35.3	28.9	--	38.1	4.8	116	83	52	0	10.6
MOUNT ST MARY C (1)	--	--	--	--	--	--	--	0	--	--	100	--
NAZARETH C OF ROCHESTER (1)	51.4	42.4	34.3	--	--	42.6	0.8	100	50	64	5	10.2
NY I OF TECH-CENTRAL ISLIP (1)	56.2	54.7	40.8	--	--	50.4*	7.0	25	28	60	0	14.8
NY I OF TECH-MANHATTAN CAMPUS (1)	57.0	49.5	40.7	32.0	--	50.1*	2.1	65	17	58	0	14.7
NY I OF TECH-OLD WESTBURY (1)	58.3	48.3	40.9	29.1	--	48.9*	--	138	25	68	0	14.7
NIAGARA U (1)	50.3	43.0	37.6	--	--	44.5*	--	108	35	80	0	8.8
NYACK C (1)	75.3	32.4	29.1	--	--	47.8*	--	44	23	32	0	9.7
PACE U-PLEASANTVILLE BRIARCLIFF (2)	--	--	--	--	--	--	--	--	--	--	--	--
PACE U-WHITE PLAINS (2)	--	--	--	--	--	--	--	--	--	--	--	--
PRATT INST-MAIN (1)	43.8	37.8	33.6	--	--	40.8*	--	79	23	76	23	11.2
RABBI ISAAC ELCHANAN SEM (1)	--	--	--	--	--	--	--	--	--	--	--	--
RABBINICAL ACAD MESIVTA RABBI CHAIM BERLIN (4)	54.5	44.1	35.2	--	--	43.2*	--	15	33	60	0	--
RABBINICAL C OF CH'SAN SOFER NY (1)	--	--	--	--	--	--	--	0	--	--	100	--
RABBINICAL SEM OF ADAS YEREIM (1)	12.5	--	--	--	--	12.5	--	6	0	83	0	--
ROBERTS WESLEYAN C (1)	37.0	34.5	29.8	--	--	33.5	2.2	49	37	45	8	6.8
RUSSELL SAGE C-MAIN CAMPUS (5)	44.8	38.8	33.2	28.7	--	37.9*	--	167	60	64	0	9.2
ST BONAVENTURE U (1)	49.2	39.8	37.7	33.4	--	42.5	3.3	154	16	84	0	12.8
ST JOHN FISHER C (1)	--	--	--	--	--	--	--	0	--	--	100	--
ST THOMAS AQUINAS C (1)	51.0	40.8	37.4	--	--	42.4*	4.4	63	43	68	0	9.7
SARAH LAWRENCE C (1)	62.3	47.8	39.8	--	+	54.8*	3.3	69	43	61	0	13.8
SKIDMORE C (1)	64.4	49.2	39.7	33.0	--	49.6	4.2	168	39	64	0	14.7
ST BERNARDS INST (1)	+	+	+	--	--	+*	16.1	3	33	67	0	--
ST LAWRENCE U (1)	62.7	47.3	36.6	32.4	--	49.0*	--	153	25	69	0	13.8
SUNBRIDGE C (4)	53.9	43.3	35.2	--	--	43.6*	--	50	38	54	6	--
THE C OF INSURANCE (4)	58.5	+	+	--	--	58.5*	--	10	30	80	0	--
TOURO C (1)	81.2	58.3	36.3	23.3	--	37.5	9.3	253	44	8	0	6.1
VASSAR C (4)	68.2	50.7	41.0	36.2	--	52.0*	--	218	44	59	0	--
WAGNER C (4)	46.0	36.9	32.4	25.5	--	37.2*	--	70	40	64	0	--
YESHIVA BAIS YISROEL (4)	--	--	--	--	--	--	--	0	--	--	--	--
YESHIVA SHAAR HATORAH (4)	+	+	--	--	--	+*	--	2	0	100	0	--
Doctoral												
ADELPHI U (4)	64.1	51.0	42.3	--	--	53.5	--	256	36	79	4	--
ALBANY C OF PHARMACY (1)	54.2	41.9	38.6	--	--	47.5*	6.1	22	27	59	35	--
ALFRED U (1)	52.0	42.7	36.7	29.5	--	44.0*	--	113	28	64	0	10.9
BAIS MEDRASH L' TORAH (4)	54.5	44.1	35.2	--	--	43.2*	--	15	33	60	0	--
BELZER YESHIVA-MACHZIKEI SEM (4)	+	+	+	--	--	+*	--	4	25	50	0	--

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BETH MEDRASH EEYUN HATALMUD (4)	54.5	+	35.2	--	--	41.6*	--	13	38	54	0	--
BETH MEDRASH EMEK HALACHA (4)	--	--	--	--	--	--	--	0	--	--	--	--
CLARKSON U (1)	70.6	51.5	47.5	34.1	--	56.5*	--	161	11	65	0	14.4
COLGATE ROCHESTER-BEXLEY-CROZER (1)	--	--	--	--	--	--	--	0	--	--	100	--
COLUMBIA U IN THE CITY OF NY (4)	86.9	57.2	43.9	36.9	37.2	67.9	--	877	24	56	61	--
CORNELL U-ENDOWED CS (1)	78.7	56.2	48.2	33.5	--	62.8*	2.8	908	23	67	1	20.7
FORDHAM U (1)	74.4	57.3	44.4	37.0	--	59.0	5.9	498	30	67	0	15.8
GENRL THEOL SEM (4)	--	--	--	--	--	--	--	0	--	--	100	--
HEBREW UNION C-JEWISH I OF RELIGION (1)	--	--	--	--	--	--	--	0	--	--	100	--
HOFSTRA U (4)	74.1	56.0	47.5	39.5	--	58.2	--	418	29	59	0	--
JEWISH THEOL SEM OF AMERICA (4)	--	--	--	--	--	--	--	0	--	--	100	--
KEHILATH YAKOV RABBINICAL SEM (1)	--	--	--	--	--	--	--	--	--	--	--	--
LONG ISLAND U-BROOKLYN CAMPUS (5)	63.1	51.3	40.8	34.6	28.4	53.1*	--	561	34	62	0	15.9
LONG ISLAND U-C W POST CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
MACHZIKEI HADATH RABBINICAL C (1)	--	--	--	--	9.9	9.9	--	7	0	100	0	16.5
MANHATTAN SCHL OF MUSIC (4)	--	--	--	--	29.1	29.1	--	63	32	0	0	--
MESIVTA TORAH VODAATH RABBINICAL (1)	--	--	--	--	--	--	--	0	--	--	100	--
MESIVTHA TIFERETH JER AMR (1)	16.6	--	--	22.9	--	19.4	--	9	0	100	0	19.5
MIRRER YESHIVA CENT INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
NEW SCHL FOR SOCIAL RESEARCH (1)	77.2	56.4	42.8	43.0	42.0	52.8*	3.8	120	33	26	2	15.6
NY THEOL SEM (4)	--	--	--	--	--	--	--	0	--	--	100	--
NY U (1)	89.1	60.6	52.3	32.7	40.4	70.0	3.6	1,119	31	62	9	22.7
OHR SOMAYACH INST (4)	--	--	--	--	--	--	--	0	--	--	--	--
PACE U-NY (5)	72.9	54.7	43.6	35.0	--	61.4*	--	437	35	79	0	13.7
POLYTECHNIC U (4)	66.8	50.3	47.1	26.7	--	56.2*	--	185	10	66	0	--
RABBINICAL C BOBOVER YESHIVA BNEI ZION (1)	9.2	--	--	--	10.4	9.4	--	16	0	100	0	13.3
RABBINICAL C OF BETH SHRAGA (4)	--	--	--	--	--	--	--	0	--	--	--	--
RABBINICAL SEM OF AMERICA (1)	--	--	--	--	--	--	--	0	--	--	100	--
RABBINICAL SEM OF M'KOR CHAIM (4)	+	+	--	--	--	+*	--	2	0	100	0	--
RENSSELAER POLYTECHNIC INST (1)	74.5	54.4	47.5	--	--	63.5	4.8	361	13	77	2	15.8
ROCHESTER I OF TECHNOLOGY (1)	56.2	47.5	41.5	33.6	--	46.1	6.8	624	28	72	6	11.9
ROCKEFELLER U (1)	--	--	--	--	--	--	--	0	--	--	100	--
ST JOHNS U-NY (4)	72.6	52.5	43.2	38.4	--	54.7	--	563	25	64	8	--
ST VLADIMIRS ORTHODOX THEOL SEM (4)	36.3	+	--	--	--	36.3*	--	6	0	100	0	--
SH'OR YOSHUV RABBINICAL C (1)	20.1	--	--	--	--	20.1	--	7	0	86	0	24.3
SYRACUSE U-MAIN CAMPUS (1)	64.7	47.4	39.5	33.4	--	52.6*	3.0	873	24	70	2	17.6
TEACHERS C AT COLUMBIA U (1)	75.8	63.7	47.3	31.1	--	62.8*	--	131	51	66	0	19.9
THE JUILLIARD SCHL (1)	--	--	--	--	45.2	45.2	4.0	50	32	0	0	12.6
UNION C (1)	63.8	50.8	39.9	36.2	--	51.2	0.8	173	27	46	0	15.5
UNION THEOL SEM (4)	--	--	--	--	--	--	--	0	--	--	100	--
UNITED TALMUDICAL ACAD (4)	54.5	44.1	35.2	--	--	42.9*	--	19	37	58	0	--
U OF ROCHESTER (1)	74.7	52.0	43.4	43.2	--	61.2*	--	508	23	69	0	12.1
YESHIVA MIKDASH MELECH (1)	--	--	--	--	--	--	--	0	--	--	100	--
YESHIVA U (1)	--	--	--	--	--	--	--	0	--	--	100	--
YESHIVATH VIZNITZ (4)	54.5	+	35.2	--	--	42.9*	--	14	36	57	0	--
YESHIVATH ZICHRON MOSHE (4)	+	+	+	--	--	+*	--	4	25	50	0	--

NORTH CAROLINA

Public institutions

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ALAMANCE CC (1)	--	--	--	--	23.5	23.5*	--	15	93	0	82	6.4
ANSON CC (1)	--	--	--	--	31.8	31.8	16.8	14	36	0	61	8.1
ASHEVILLE BUNCOMBE TECH CC (1)	--	--	--	--	27.5	27.5	3.2	20	60	0	77	7.2
BEAUFORT COUNTY CC (1)	--	--	--	--	26.0	26.0	4.5	14	79	0	70	7.0
BLADEN CC (1)	--	--	--	--	+	+*	--	2	0	0	91	--
BLUE RIDGE CC (1)	--	--	--	--	+	+*	--	2	100	0	96	--

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BRUNSWICK CC (1)	- -	- -	- -	- -	+	+ *	-4.7	3	67	0	88	5.6
CALDWELL CC & TECH INST (1)	- -	- -	- -	- -	25.5	25.5	2.6	18	72	0	74	6.5
CAPE FEAR CC (1)	- -	- -	- -	- -	29.1	29.1	3.9	26	58	0	66	7.1
CARTERET CC (1)	- -	- -	- -	- -	29.7	29.7*	- -	11	82	0	72	7.2
CATAWBA VALLEY CC (1)	- -	- -	- -	- -	24.8	24.8	0.9	24	58	0	75	6.5
CENTRAL CAROLINA CC (1)	- -	- -	- -	- -	26.4	26.4	0.6	20	70	0	71	6.7
CENTRAL PIEDMONT CC (1)	- -	- -	- -	- -	29.5	29.5	-0.7	35	91	0	85	7.5
CLEVELAND CC (1)	- -	- -	- -	- -	+	+ *	- -	2	50	0	96	- -
COASTAL CAROLINA CC (1)	- -	- -	- -	- -	23.3	23.3	0.9	21	81	0	80	6.3
C OF THE ALBEMARLE (1)	- -	- -	- -	- -	25.8	25.8	1.9	27	67	0	49	6.5
CRAVEN CC (1)	- -	- -	- -	- -	28.3	28.3	13.8	32	63	0	44	7.2
DAVIDSON COUNTY CC (1)	- -	- -	- -	- -	30.8	30.8	0.4	28	61	0	57	7.7
DURHAM TECH CC (1)	- -	- -	- -	- -	29.0	29.0	2.5	46	61	0	54	7.2
EDGECOMBE CC (1)	- -	- -	- -	- -	27.2	27.2	41.6	10	100	0	88	3.5
FAYETTEVILLE TECH CC (1)	- -	- -	- -	- -	30.6	30.6*	- -	13	92	0	93	6.0
FORSYTH TECH CC (1)	- -	- -	- -	- -	25.6	25.6	1.7	34	56	0	74	5.7
GASTON C (1)	- -	- -	- -	- -	26.7	26.7	-0.8	4	100	0	96	6.6
GUILFORD TECH CC (1)	- -	- -	- -	- -	28.3	28.3	2.2	67	52	0	61	7.0
HALIFAX CC (1)	- -	- -	- -	- -	27.7	27.7	4.7	8	38	0	86	7.4
HAYWOOD CC (1)	- -	- -	- -	- -	+	+ *	3.8	4	50	0	94	6.6
ISOTHERMAL CC (1)	- -	- -	- -	- -	25.0	25.0	3.8	15	53	0	73	6.4
JAMES SPRUNT CC (1)	- -	- -	- -	- -	+	+ *	25.7	3	67	0	93	7.4
JOHNSTON CC (1)	- -	- -	- -	- -	28.2	28.2	3.7	8	63	0	93	6.7
LENOIR CC (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
MARTIN CC (1)	- -	- -	- -	- -	24.0	24.0	0.9	10	60	0	62	6.2
MAYLAND CC (1)	- -	- -	- -	- -	24.1	24.1	-0.2	31	61	0	0	5.8
MCDOWELL TECH CC (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
MITCHELL CC (1)	- -	- -	- -	- -	27.0	27.0*	- -	5	80	0	89	6.9
MONTGOMERY CC (1)	- -	- -	- -	- -	19.6	19.6*	- -	4	75	0	85	5.5
NASH CC (1)	- -	- -	- -	- -	24.3	24.3	-0.3	18	67	0	64	6.7
PAMLICO CC (1)	- -	- -	- -	- -	27.2	27.2*	- -	8	25	0	27	7.3
PIEDMONT CC (1)	- -	- -	- -	- -	27.5	27.5	6.6	15	53	0	72	7.6
PITT CC (1)	- -	- -	- -	- -	24.8	24.8	0.6	32	72	0	73	5.9
RANDOLPH CC (1)	- -	- -	- -	- -	31.2	31.2	4.3	19	58	0	60	7.7
RICHMOND CC (1)	- -	- -	- -	- -	31.2	31.2	1.2	14	64	0	67	7.5
ROANOKE-CHOWAN CC (1)	- -	- -	- -	- -	+	+ *	- -	2	50	0	93	- -
ROBESON CC (1)	- -	- -	- -	- -	30.4	30.4	4.2	16	56	0	64	7.4
ROCKINGHAM CC (1)	- -	- -	- -	- -	27.9	27.9	4.3	15	67	0	72	7.2
ROWAN-CABARRUS CC (1)	- -	- -	- -	- -	30.6	30.6	3.3	36	67	0	45	7.5
SAMPSON CC (1)	- -	- -	- -	- -	26.0	26.0*	- -	4	75	0	92	6.7
SANDHILLS CC (1)	- -	- -	- -	- -	33.0	33.0	15.3	46	57	0	54	8.1
SOUTHEASTERN CC (1)	- -	- -	- -	- -	23.9	23.9	-13	8	63	0	88	6.2
SOUTHWESTERN CC (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
STANLY CC (1)	- -	- -	- -	- -	25.9	25.9	3.0	18	83	0	64	6.7
SURRY CC (1)	- -	- -	- -	- -	27.9	27.9	8.8	11	64	0	86	7.7
TRI-COUNTY CC (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
VANCE-GRANVILLE CC (1)	- -	- -	- -	- -	23.5	23.5	6.0	33	82	0	60	5.7
WAKE TECH CC (1)	- -	- -	- -	- -	23.4	23.4	4.9	18	61	0	90	6.1
WAYNE CC (1)	- -	- -	- -	- -	28.2	28.2*	- -	21	90	0	79	7.4
WESTERN PIEDMONT CC (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
WILKES CC (1)	- -	- -	- -	- -	27.8	27.8	-5.2	14	57	0	78	7.1
WILSON TECH CC (1)	- -	- -	- -	- -	27.9	27.9*	- -	7	71	0	84	7.2
BA												
ELIZABETH CITY STATE U (1)	47.3	41.2	33.8	30.9	32.3	40.0*	3.5	102	29	48	3	9.1
WINSTON-SALEM STATE U (1)	46.4	41.7	36.9	32.7	36.0	40.4*	- -	122	46	48	18	9.2
BA+												
FAYETTEVILLE STATE U (1)	50.8	43.1	37.4	31.5	36.2	39.8	6.4	156	28	47	19	9.0
NC AGRL/TECH ST U (1)	52.5	44.3	41.0	33.2	38.2	42.7	6.1	308	35	43	15	9.3
NC CENTRAL U (1)	54.9	44.1	37.1	37.7	31.6	42.1*	- -	234	42	56	11	9.4
NC SCHL OF THE ARTS (1)	- -	- -	- -	- -	39.5	39.5	2.5	92	39	0	0	9.0
PEMBROKE STATE U (1)	53.9	40.3	34.1	29.1	+	41.5*	- -	140	28	49	2	9.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
U OF NC AT ASHEVILLE (1)	53.3	43.6	35.0	33.3	27.0	41.9*	--	147	33	56	0	9.3
U OF NC AT CHARLOTTE (1)	55.8	44.6	38.5	28.7	33.0	43.5	5.4	581	33	55	10	9.4
U OF NC AT WILMINGTON (1)	53.6	41.8	36.7	30.3	29.5	41.9*	--	319	34	61	8	9.3
WESTERN CAROLINA U (1)	51.3	43.9	36.2	--	31.0	41.7	3.4	299	32	58	6	9.3
Doctoral												
APPALACHIAN STATE U (1)	49.3	41.4	36.6	29.1	28.2	42.5	4.3	524	28	65	4	9.4
EAST CAROLINA U (1)	55.9	43.2	37.9	27.6	30.8	42.0	2.5	684	34	54	14	9.3
NC STATE U AT RALEIGH (1)	67.7	46.8	41.4	29.8	27.8	49.0	6.0	900	24	62	27	10.3
U OF NC AT CHAPEL HILL (1)	67.4	49.0	40.1	32.8	40.1	55.8*	--	893	27	73	30	11.2
U OF NC AT GREENSBORO (1)	61.3	44.3	37.8	27.3	32.0	43.4*	3.3	548	43	57	4	9.4
Private Institutions												
AA												
BREVARD C (1)	32.3	27.6	24.0	22.9	--	25.5*	--	51	41	29	4	5.1
LOUISBURG C (1)	32.5	27.2	26.2	--	--	29.1*	0.9	33	42	73	0	--
PEACE C (1)	38.5	33.3	28.2	--	--	34.1*	--	28	75	68	0	7.3
SAINT MARYS C (1)	+	29.1	27.0	22.0	--	27.1*	--	29	69	38	0	4.5
BA												
BARBER-SCOTIA C (1)	35.2	31.2	28.9	24.2	--	29.9*	--	52	35	0	0	6.0
BARTON C (1)	34.4	30.6	28.8	--	--	30.6	3.3	82	46	37	0	5.5
BENNETT C (1)	35.1	37.7	30.0	25.6	--	32.3	10.0	52	60	10	0	--
CHOWAN C (1)	38.2	31.9	27.1	27.2	--	30.4*	--	47	47	55	10	6.5
DAVIDSON C (1)	62.6	46.0	35.6	--	--	51.3*	2.0	130	26	72	0	12.9
EAST COAST BIBLE C (1)	+	+	20.0	--	--	20.0*	1.7	10	70	10	9	2.8
GREENSBORO C (1)	38.0	33.1	30.9	--	--	33.8*	3.8	44	36	32	0	7.1
GUILFORD C (1)	49.2	42.3	33.9	31.0	--	41.5*	1.8	90	34	64	0	9.6
HERITAGE BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	--	--
JOHN WESLEY C (1)	+	+	+	--	--	+ *	16.9	5	0	0	0	3.6
JOHNSON C SMITH U (1)	41.3	35.7	28.6	30.9	--	32.7*	--	84	33	31	0	6.7
LEES-MCRAE C (1)	+	27.3	22.9	--	--	25.1*	--	37	43	11	20	5.4
LIVINGSTONE C (1)	+	25.5	26.3	24.2	--	25.5*	--	49	45	14	8	3.5
MARS HILL C (1)	35.8	30.8	25.9	24.2	--	31.0*	--	77	41	68	3	--
METHODIST C (1)	34.8	30.9	29.4	--	--	31.8*	--	59	39	49	5	6.4
MONTREAT-ANDERSON C (1)	34.3	30.4	27.4	--	--	29.9*	--	24	17	50	4	9.0
MOUNT OLIVE C (1)	--	--	--	--	29.4	29.4	1.7	27	59	0	4	--
NC WESLEYAN C (1)	38.8	31.4	29.9	--	--	32.3*	0.8	45	31	53	0	6.9
PIEDMONT BIBLE C (1)	--	--	--	--	+	+ *	1.4	3	67	0	79	--
ROANOKE BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAINT ANDREWS PRESBYTERIAN C (1)	32.4	30.2	24.5	--	--	28.8*	--	42	26	62	0	6.1
SAINT AUGUSTINES C (1)	34.0	32.2	26.0	23.1	--	26.9*	--	75	40	7	18	5.5
SHAW U (1)	30.6	30.6	29.2	25.8	--	28.5*	--	71	39	6	23	5.5
WINSTON SALEM BIBLE C (4)	--	--	--	--	--	--	--	0	--	--	--	--
BA+												
BELMONT ABBEY C (1)	34.7	31.6	28.1	--	--	30.8*	--	46	33	52	0	7.5
CATAWBA C (1)	39.3	33.5	29.3	--	--	34.3*	--	61	38	64	8	7.3
ELON C (1)	45.9	38.8	33.0	26.3	--	37.1	4.1	138	36	37	0	8.5
GARDNER-WEBB U (1)	34.5	30.5	29.7	25.2	--	31.1	7.6	81	44	42	6	6.0
HIGH POINT U (1)	47.7	39.7	33.0	23.0	--	35.1*	5.2	94	33	35	0	--
LENOIR-RHYNE C (1)	37.5	32.3	29.5	--	--	34.4*	--	85	39	74	7	--
MEREDITH C (1)	44.0	37.3	32.8	29.9	--	36.6*	--	103	65	50	0	6.6
PFEIFFER C (1)	39.5	32.2	26.9	--	--	34.1*	--	49	35	31	0	--
QUEENS C (1)	42.7	36.0	31.9	26.3	--	35.0	2.5	63	48	43	0	7.2
SALEM C (1)	38.4	34.9	28.3	26.8	--	32.2*	--	44	43	45	0	8.4
WARREN WILSON C (1)	--	--	--	--	24.5	24.5	--	44	25	0	0	10.7
WINGATE C (1)	37.5	30.9	30.1	24.5	--	32.1	6.2	74	41	0	6	7.4
Doctoral												
CAMPBELL U INC (1)	53.0	39.6	33.3	25.7	--	38.7*	--	83	35	39	27	0.0
DUKE U (4)	78.2	53.6	45.2	32.2	--	61.3	--	576	24	66	12	--
SOUTHEASTERN BAPTIST THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
WAKE FOREST U (1)	68.5	52.6	43.3	36.0	--	55.7	4.5	323	27	66	0	11.8

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
NORTH DAKOTA												
Public Institutions												
AA												
BISMARCK STATE C (1)	--	35.2	30.1	--	--	32.8*	2.3	55	38	67	32	8.8
FORT BERTHOLD CC (1)	--	--	--	--	20.6	20.6	5.5	6	50	0	33	2.2
LITTLE HOOP CC (1)	--	--	--	--	20.6	20.6	-7.1	18	44	0	0	--
ND STATE C OF SCIENCE (1)	--	--	--	--	31.7	31.7	2.9	113	24	73	9	8.9
ND STATE U OF BOTTINEAU (2)	--	--	--	--	--	--	--	--	--	--	--	--
STANDING ROCK C (1)	--	--	--	--	25.1	25.1	9.5	12	33	100	0	5.5
TURTLE MOUNTAIN CC (1)	--	--	--	--	25.1	25.1	2.5	19	47	0	0	5.0
U OF ND-LAKE REGION (1)	--	--	--	--	29.6	29.6	0.4	20	35	55	13	8.4
U OF ND-WILLISTON (1)	--	+	36.1	29.8	--	31.2*	-4.4	30	30	50	6	8.6
BA												
DICKINSON STATE U (1)	40.6	34.2	30.2	26.9	--	31.7*	--	67	28	37	7	8.0
MAYVILLE STATE U (1)	42.2	40.0	31.3	24.0	--	33.9*	--	37	14	49	0	8.8
VALLEY CITY STATE U (1)	40.6	36.3	31.4	28.0	--	33.9*	--	55	36	64	0	8.8
BA+												
MINOT STATE U (1)	43.6	38.3	33.0	28.4	21.2	34.7	-0.8	174	36	52	7	8.8
Doctoral												
ND STATE U MAIN CAMPUS (5)	46.9	39.1	35.3	27.8	--	38.0*	1.6	271	20	48	40	6.5
U OF ND-MAIN CAMPUS (1)	46.4	39.1	34.1	24.9	--	37.8	1.3	426	32	52	10	9.4
Private Institutions												
AA												
UNITED TRIBES TECH C (1)	--	--	--	--	20.4	20.4	0.1	32	59	0	0	5.5
BA												
JAMESTOWN C (1)	37.7	32.1	26.7	22.3	--	30.5*	--	52	33	0	0	6.7
MEDCTR ONE C OF NURSING (1)	--	38.8	40.0	32.8	--	37.5	6.9	10	100	0	17	--
TRINITY BIBLE C (1)	--	--	--	--	18.3	18.3	-0.3	16	31	0	0	--
BA+												
TRI C U (1)	--	--	--	--	--	--	--	--	--	--	--	--
U OF MARY (1)	42.9	33.0	30.4	24.1	--	31.6*	--	75	48	0	0	7.5
OHIO												
Public Institutions												
AA												
BELMONT TECH C (1)	--	--	--	--	31.9	31.9	5.1	35	54	0	3	8.3
BOWLING GREEN ST U-FIRELANDS (1)	51.4	49.6	39.0	31.1	--	41.8*	5.5	35	23	54	0	14.4
CENTRAL OH TECH C (1)	--	--	--	--	31.7	31.7	1.8	46	59	46	4	8.2
CINCINNATI STATE CC (1)	--	--	--	--	43.2	43.2	2.9	156	47	77	5	11.6
CLARK STATE CC (1)	41.6	38.7	31.1	28.1	--	34.3	5.6	55	58	0	0	9.9
COLUMBUS STATE CC (1)	45.7	36.9	31.8	26.2	--	35.8	2.7	187	49	62	0	--
CUYAHOGA CC DISTRICT (1)	55.1	50.6	42.9	33.9	--	45.4	1.0	398	48	77	0	11.3
EDISON STATE CC (1)	39.7	33.0	32.0	26.0	--	33.8*	2.8	41	44	80	0	8.2
HOCKING TECH C (1)	--	--	--	--	--	--	--	0	--	--	100	--
JEFFERSON TECH C (1)	43.8	41.4	34.6	28.2	--	36.8*	--	40	65	0	0	15.2
KENT ST U-ASHTABULA REG CAM (1)	+	50.2	36.3	--	--	38.9*	3.2	24	33	71	0	12.0
KENT ST U-E. LIVERPOOL REG CAM (1)	--	+	31.8	--	--	31.8*	-4.0	23	52	35	0	10.8
KENT STATE U-GEAUGA CAMPUS (1)	--	+	39.6	--	--	39.6*	-6.9	7	29	57	0	11.7
KENT ST U-SALEM REG CAM (1)	+	+	34.4	--	--	34.4*	2.5	19	37	58	5	11.3
KENT STATE U-STARK CAMPUS (1)	56.1	47.6	36.3	--	--	42.2*	--	49	33	73	2	12.1
KENT ST U-TRUMBULL REG CAM (1)	+	49.0	32.9	--	--	38.0*	1.8	47	28	68	2	11.5
KENT ST U-TUSCARAWS REG CAM (1)	+	46.4	35.0	--	--	38.3*	--	26	31	65	0	11.7
LAKELAND CC (1)	55.6	51.3	43.2	33.2	--	47.8	0.4	108	41	70	0	12.0
LIMA TECH C (1)	43.4	39.5	32.7	2[illegible]5	--	33.8	4.4	64	58	0	14	8.5
LORAIN COUNTY CC (1)	52.3	46.8	37.5	32.1	--	41.5	10.6	97	48	72	0	10.8
MARION TECH C (1)	33.5	31.9	30.6	28.2	--	31.6*	0.7	29	69	0	12	9.1
MIAMI U-HAMILTON (1)	59.7	46.2	36.9	25.7	--	41.5*	--	48	54	56	0	12.1
MIAMI U-MIDDLETOWN (1)	51.4	48.8	36.7	24.7	--	40.2*	--	53	51	49	0	11.8
MUSKINGUM AREA TECH C (1)	+	38.2	33.6	26.3	--	31.2*	1.6	50	42	0	0	15.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
NORTH CENTRAL TECH C (1)	38.9	34.7	33.0	27.3	--	33.7*	--	59	49	0	31	9.7
NORTHWEST STATE CC (1)	--	--	--	--	32.1	32.1	3.1	39	56	87	0	11.5
OH STATE U AGRL TECH INST (1)	--	43.0	39.5	34.0	--	39.9*	--	20	10	80	47	9.8
OWENS STATE CC (1)	42.0	34.3	30.6	26.4	--	32.6	0.2	111	41	71	0	10.3
SINCLAIR CC (1)	48.5	39.3	32.7	25.3	--	40.4	2.9	331	51	60	2	10.0
SOUTHERN STATE CC (1)	--	38.3	33.5	28.6	--	33.3*	--	32	38	0	26	9.0
STARK TECH C (1)	--	35.8	30.8	27.3	--	31.5	4.7	87	46	0	15	11.7
TERRA TECH C (1)	41.0	36.3	32.5	36.4	--	35.2*	--	62	31	65	0	13.7
U OF AKRON-WAYNE C (1)	53.8	45.3	35.4	--	--	42.8*	--	24	42	54	8	11.6
U OF CINCINNATI-CLERMONT C (1)	42.5	43.0	30.0	--	--	38.8*	-1.8	25	56	72	0	10.9
U OF CINCINNATI-RAYMOND WALTERS C (1)	53.1	42.6	30.3	23.6	--	40.0*	--	91	62	76	1	11.4
WA STATE CC (1)	--	--	--	--	28.1	28.1	5.2	41	56	0	13	8.1
WRIGHT STATE U-LAKE CAMPUS (1)	--	+	35.9	--	--	35.9*	7.6	19	11	74	0	10.0
BA												
OH U CHILLICOTHE BRANCH (1)	+	40.1	35.3	--	--	37.8*	-0.5	26	35	73	0	11.8
OH U EASTERN CAMPUS (1)	+	+	40.3	--	--	40.3*	--	16	13	75	0	12.4
OH U ZANESVILLE BRANCH (1)	+	46.3	35.4	29.4	--	39.7*	--	27	44	81	0	12.2
SHAWNEE STATE U (1)	50.3	44.0	38.4	35.4	--	41.7*	--	109	39	0	8	12.9
BA+												
CENTRAL STATE U (1)	53.6	39.4	36.6	33.8	--	39.7*	--	127	26	69	7	10.9
OH STATE U-LIMA CAMPUS (1)	+	45.7	33.4	--	--	38.7*	4.2	37	27	54	5	9.6
OH STATE U-MANSFIELD CAMPUS (1)	+	39.6	35.0	--	--	37.3*	--	39	26	64	5	9.6
OH STATE U-MARION CAMPUS (1)	50.2	42.4	33.7	--	--	40.8*	--	25	28	64	4	10.0
OH STATE U-NEWARK CAMPUS (1)	51.7	40.9	35.3	--	--	38.9*	1.6	35	29	66	3	9.8
OH U LANCASTER BRANCH (1)	+	44.2	35.1	--	--	42.6*	--	28	21	89	0	12.4
Doctoral												
AIR FORCE INST OF TECHNOLOGY (4)	--	--	--	--	--	--	--	--	--	--	100	--
BOWLING GREEN ST U-MAIN CAMPUS (1)	62.0	48.1	39.4	27.9	--	47.8	3.7	652	31	66	6	15.9
CLEVELAND STATE U (1)	61.3	45.8	39.1	29.5	--	48.2	2.0	497	26	71	6	11.9
KENT STATE U-MAIN CAMPUS (1)	65.4	47.0	39.4	--	--	50.5*	2.1	614	28	76	10	13.3
MED C OF OH (4)	54.6	44.9	37.6	--	--	46.2*	--	28	32	68	3	--
MIAMI U-OXFORD (1)	61.6	47.4	37.6	27.8	--	47.8*	--	763	29	66	0	14.1
OH STATE U-MAIN CAMPUS (1)	70.6	48.7	41.4	28.5	--	55.1	3.4	1,579	25	78	18	12.1
OH U MAIN CAMPUS (1)	63.2	48.6	39.3	--	--	51.3*	--	687	23	76	0	13.6
U OF AKRON MAIN CAMPUS (1)	56.7	44.6	38.6	32.8	--	47.3	2.6	685	31	75	4	12.3
U OF CINCINNATI-MAIN CAMPUS (1)	66.7	48.3	39.6	28.6	--	53.8*	--	1,068	26	77	4	15.3
U OF TOLEDO (1)	60.6	45.1	37.8	29.0	--	47.7	3.1	504	26	0	9	12.0
WRIGHT STATE U-MAIN CAMPUS (1)	62.9	46.2	38.6	25.2	--	45.2	0.1	410	31	60	17	10.8
YOUNGSTOWN STATE U (1)	59.1	45.0	36.2	29.3	--	48.1	1.8	459	29	75	0	11.6
Private Institutions												
AA												
FAIRVIEW GENRL HOSP SCHL OF NURS (1)	--	--	--	--	--	--	--	0	--	--	100	--
KETTERING C MED ARTS (1)	+	+	--	--	--	+*	-2.8	3	100	0	93	8.5
ST ELIZABETH HOSPITAL MED CTR SCHL OF RAD TECHN (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
ALLEGHENY WESLEYAN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
ANTIOCH C (1)	43.8	34.8	30.0	21.7	+	36.9*	--	65	42	55	0	10.5
ART ACAD OF CINCINNATI (1)	39.1	28.6	25.7	--	--	31.2*	--	17	41	0	0	6.7
BLUFFTON C (1)	36.8	30.9	26.7	--	--	31.4*	--	47	34	45	4	9.3
CEDARVILLE C (1)	41.9	36.7	30.5	--	--	35.3	4.9	122	27	53	5	11.0
CINCINNATI C OF MORTUARY SCI (1)	--	--	--	--	--	--	--	0	--	--	100	--
CIRCLEVILLE BIBLE C (1)	26.4	+	+	--	--	26.4*	--	11	45	0	0	7.0
CLEVELAND INST OF ART (1)	36.6	29.2	+	--	--	34.2*	--	30	43	0	0	9.0
C OF WOOSTER (1)	56.1	41.1	34.6	--	--	45.2*	--	122	39	62	0	12.6
COLUMBUS C OF ART & DESIGN (1)	36.7	28.4	27.6	24.1	--	28.0*	--	58	21	0	9	8.3
DENISON U (1)	55.8	41.4	34.6	--	--	44.6*	--	146	34	60	0	14.0
GOD'S BIBLE SCHL & C (1)	+	+	+	--	--	+*	--	6	33	0	25	3.2
HIRAM C (1)	46.8	36.7	30.2	26.9	--	37.3	1.3	81	38	57	0	10.0

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
KENYON C (1)	60.8	43.9	38.1	35.3	--	48.0	2.4	131	36	64	0	12.8
LOURDES C (1)	+	31.5	28.1	25.8	--	27.4*	--	42	74	0	11	7.8
MARIETTA BIBLE C INC (4)	--	--	--	--	--	--	--	0	--	--	--	--
MOUNT CARMEL C OF NURSING (1)	--	--	42.2	36.4	--	38.8*	--	23	96	0	0	8.0
MOUNT UNION C (1)	47.3	45.6	32.6	28.9	--	40.3	8.2	74	26	58	5	10.5
OH DOMINICAN C (1)	47.0	37.8	31.7	26.8	--	37.3	4.7	53	57	62	0	8.6
OH NORTHERN U (1)	58.0	43.2	38.6	30.1	--	47.2	5.8	184	26	61	0	11.7
OH WESLEYAN U (1)	54.5	39.5	35.4	--	--	45.7*	--	135	33	67	0	17.3
TEMPLE BAPTIST C (4)	+	--	--	--	--	+ *	--	1	0	100	0	--
URBANA U (1)	34.5	27.0	24.1	--	--	27.4*	--	37	24	51	0	5.9
WILBERFORCE U (4)	48.4	38.5	32.5	--	--	39.4*	--	43	35	53	0	--
WILMINGTON C (1)	41.2	35.7	30.3	--	--	33.8*	4.7	59	34	47	0	6.6
WITTENBERG U (1)	54.6	41.3	34.1	30.3	--	43.8	-0.7	142	30	79	0	12.9
BA+												
ATHENAEUM OF OH (1)	--	--	--	--	--	--	--	0	--	--	100	--
BALDWIN-WALLACE C (1)	52.7	42.0	36.1	--	--	46.0	4.6	139	28	68	6	12.1
CAPITAL U (5)	57.5	41.1	35.3	27.5	--	44.4	6.1	130	40	53	18	12.1
CINCINNATI BIBLE C & SEM (1)	32.5	28.8	+	--	--	30.9*	--	26	12	0	0	6.3
CLEVELAND C OF JEWISH STUDIES (1)	--	--	--	--	--	--	--	0	--	--	100	--
C OF MOUNT SAINT JOSEPH (1)	46.8	40.0	33.5	28.8	--	35.6	1.3	91	60	22	0	6.6
DEFIANCE C (1)	37.3	33.3	27.7	--	--	33.1*	0.9	46	26	78	0	7.5
DYKE C (1)	+	27.0	23.4	--	--	25.0*	--	18	44	83	0	4.2
FRANCISCAN U OF STEUBENVILLE (1)	44.5	36.3	30.2	--	--	35.2*	--	83	29	47	0	11.2
FRANKLIN U (1)	--	--	--	--	+	+ *	--	1	100	0	97	--
HEIDELBERG C (1)	39.8	33.4	29.8	28.1	--	33.2	3.7	68	32	54	0	6.6
JOHN CARROLL U (1)	58.7	47.4	39.0	31.0	--	46.4	2.6	203	29	59	0	10.9
LAKE ERIE C (1)	28.5	27.9	26.9	23.1	--	26.9*	--	23	43	39	21	7.0
MALONE C (1)	41.0	35.2	30.6	26.2	--	34.7*	2.0	[illegible]	43	40	0	--
MARIETTA C (1)	44.7	36.6	29.8	25.8	--	37.0*	6.4	69	22	61	0	10.0
MOUNT VERNON NAZARENE C (1)	36.7	32.9	29.0	--	--	32.8	5.5	49	24	0	4	8.4
MUSKINGUM C (1)	44.6	36.8	29.0	27.0	--	34.9*	0.7	68	28	59	1	11.7
NOTRE DAME C (1)	+	29.7	26.2	--	--	27.5*	--	21	57	0	0	5.5
OBERLIN C (1)	58.8	45.4	38.5	35.2	--	50.7	4.3	239	28	77	0	16.6
OTTERBEIN C (1)	45.4	37.2	32.8	29.8	--	36.2*	--	126	46	39	2	9.0
PONTIFICAL C JOSEPHINUM (1)	--	--	--	--	--	--	--	0	--	--	100	--
THE U OF FINDLAY (1)	41.5	37.7	30.8	22.7	--	34.0*	0.3	87	39	53	24	9.5
TIFFIN U (1)	50.8	38.4	33.2	--	--	38.0*	--	26	31	0	0	8.7
TRINITY LUTHERAN SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF RIO GRANDE (1)	42.6	38.6	32.2	--	--	35.6*	2.5	89	37	56	0	9.9
URSULINE C (1)	41.3	35.2	29.7	25.9	--	30.4*	--	62	84	23	0	5.6
WALSH U (1)	42.0	34.8	28.0	24.9	--	35.2*	--	45	40	62	8	--
WINEBRENNER THEOL SEM (1)	39.3	+	--	--	--	39.3*	--	6	17	83	0	--
XAVIER U (1)	57.1	47.3	37.8	27.4	--	45.0	2.7	229	36	59	0	10.9
Doctoral												
ASHLAND U (1)	46.5	40.0	33.4	--	--	39.7*	7.0	153	37	52	6	7.2
CASE WESTERN RESERVE U (1)	75.8	51.8	47.8	34.5	--	59.6	3.3	471	26	65	11	15.5
CLEVELAND INST OF MUSIC (1)	--	--	--	--	--	--	--	0	--	--	100	--
HEBREW UNION C-JEWISH I OF RELIG (1)	--	--	--	--	--	--	--	0	--	--	100	--
METHODIST THEOL SCHL OH (1)	42.3	34.4	+	--	--	40.3*	--	16	25	63	0	7.7
RABBINICAL C TELSHE (1)	--	--	--	--	13.5	13.5	--	10	0	100	0	7.5
THE UNION INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
UNITED THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF DAYTON (1)	58.3	47.4	39.3	29.5	--	47.3*	--	378	22	65	10	13.1

OKLAHOMA

Public Institutions

AA

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
CARL ALBERT STATE C (1)	--	--	--	--	31.4	31.4	8.8	28	39	0	13	7.4
CONNORS STATE C (4)	--	--	--	--	34.7	34.7	--	39	44	0	7	--
EASTERN OK STATE C (1)	--	--	--	--	32.2	32.2	-0.9	45	47	67	4	7.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MURRAY STATE C (1)	+	--	--	28.2	--	28.2*	--	35	40	43	15	4.8
NORTHEASTERN OK AGRL & MECH C (1)	--	--	--	--	30.7	30.7	2.3	79	44	76	9	7.7
NORTHERN OK C (1)	--	--	--	--	31.1	31.1	3.7	40	43	55	7	7.6
OK CITY CC (1)	--	--	--	--	33.4	33.4	-0.3	98	54	0	4	8.9
OK STATE U-OK CITY (1)	37.2	32.8	32.3	29.8	--	33.0*	13.9	43	51	51	28	8.2
OK STATE U-OKMULGEE (1)	--	--	--	--	28.8	28.8	--	61	25	0	52	7.4
REDLAND CC (4)	--	--	--	--	32.6	32.6	--	24	54	33	11	--
ROGERS STATE C (1)	--	--	--	--	+	+*	--	1	0	0	98	0.0
ROSE STATE C (1)	33.0	--	--	--	--	33.0	-0.4	129	50	75	13	9.0
SEMINOLE JR C (1)	--	--	--	--	28.8	28.8	-12	39	38	59	9	7.1
TULSA JR C (1)	--	--	38.3	31.0	--	36.1	1.2	203	58	0	14	8.7
WESTERN OK STATE C (1)	--	--	--	--	32.3	32.3	-1.3	35	34	69	22	5.2
BA												
PANHANDLE STATE U (1)	42.0	36.0	31.3	25.9	--	34.2*	--	49	35	29	9	7.9
U OF SCI & ARTS OF OK (1)	37.7	32.5	29.6	23.6	--	31.9*	--	44	48	57	17	7.2
BA+												
CAMERON U (1)	42.6	36.0	32.9	25.8	+	34.6*	--	177	34	54	0	8.9
EAST CENTRAL U (1)	45.3	40.7	35.2	30.5	--	38.2*	--	157	32	59	0	8.7
LANGSTON U (1)	43.5	37.3	32.0	31.1	+	33.8*	--	74	49	23	33	6.9
NORTHEASTERN STATE U (1)	44.8	37.2	34.8	30.6	--	37.1*	--	236	32	52	8	8.6
NORTHWESTERN OK STATE U (1)	42.8	37.7	32.1	26.0	--	32.3*	--	65	42	26	16	6.8
SOUTHEASTERN OK STATE U (1)	46.4	40.7	34.8	27.6	--	36.7	3.8	142	33	44	4	7.8
SOUTHWESTERN OK STATE U (1)	46.4	42.9	38.4	29.4	--	38.6	2.7	207	33	57	3	9.0
U OF CENTRAL OK (1)	50.3	44.2	38.4	32.0	--	41.6	-0.0	389	38	52	0	8.9
Doctoral												
OK STATE U-MAIN CAMPUS (1)	52.6	40.9	37.4	28.0	--	43.9	1.7	584	22	71	28	10.5
U OF OK HLTH SCIENCES CTR (1)	+	+	28.8	20.4	31.8	27.9*	-2.3	25	84	8	92	5.9
U OF OK NORMAN CAMPUS (1)	59.0	43.9	37.1	22.0	--	45.9*	--	677	23	58	13	12.1
Private Institutions												
AA												
BACONE C (1)	+	23.7	19.5	18.4	--	21.3*	--	20	85	0	20	4.5
ST GREGORYS C (1)	--	--	--	--	25.6	25.6	0.8	10	60	50	0	4.9
BA												
BARTLESVILLE WESLEYAN C (1)	--	--	--	--	26.4	26.4	3.6	26	15	0	0	--
HILLSDALE FREE WILL BAPTIST C (1)	--	--	--	--	23.5	23.5*	--	5	40	0	0	5.8
BA+												
OK BAPTIST U (1)	37.9	33.4	28.2	22.0	--	31.7*	--	99	42	53	3	8.2
OK CHRISTIAN U OF SCI & ARTS (1)	--	--	--	--	--	--	--	0	--	--	100	--
OK CITY U (4)	51.1	40.5	21.5	30.3	25.4	38.2*	--	140	33	56	8	--
PHILLIPS U (1)	34.7	31.6	27.0	--	--	30.9*	--	36	28	50	14	6.4
SOUTHERN NAZARENE U (1)	33.7	28.7	27.5	--	--	30.5	7.1	48	42	21	0	10.4
Doctoral												
ORAL ROBERTS U (4)	53.3	43.5	34.7	26.1	41.2	43.9*	--	160	29	53	13	--
U OF TULSA (1)	68.6	50.0	40.4	27.6	--	51.5*	--	287	27	61	0	11.7
OREGON												
Public Institutions												
AA												
BLUE MOUNTAIN CC (1)	--	--	--	--	40.1	40.1	4.4	75	32	68	3	14.3
CENTRAL OR CC (1)	47.2	41.6	35.1	30.7	--	38.8	3.3	84	38	60	0	10.3
CHEMEKETA CC (1)	--	--	--	--	39.9	39.9	4.3	210	50	0	13	13.9
CLACKAMAS CC (1)	--	--	--	--	40.8	40.8	4.1	131	46	85	0	12.9
CLATSOP CC (1)	--	--	--	--	33.5	33.5	4.0	37	35	62	0	13.2
LANE CC (1)	--	--	--	--	37.4	37.4	6.2	280	49	100	0	14.2
LINN-BENTON CC (1)	--	--	--	--	34.7	34.7	4.6	162	47	0	0	14.2
MT HOOD CC (1)	--	--	--	--	40.8	40.8	1.5	152	41	78	10	13.4
PORTLAND CC (1)	--	--	--	--	40.3	40.3	8.1	370	49	82	0	13.6
ROGUE CC (1)	--	--	--	--	38.3	38.3	14.3	53	51	0	22	13.6
SOUTHWESTERN OR CC (1)	38.0	34.8	30.3	25.3	--	31.0*	-11	70	53	51	11	11.5
TREASURE VALLEY CC (1)	--	--	--	--	33.1	33.1	5.7	51	41	76	7	14.4

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
UMPQUA CC (1)	- -	36.2	29.6	- -	- -	35.6*	- -	60	50	0	0	12.0
BA												
OR INST OF TECHNOLOGY (1)	50.5	44.4	39.1	27.4	- -	44.3*	7.5	104	15	61	5	13.2
BA+												
EASTERN OR STATE C (1)	46.7	35.9	30.9	- -	- -	38.0*	- -	58	29	60	5	11.8
SOUTHERN OR STATE C (1)	46.1	37.1	31.5	29.2	- -	39.8*	- -	156	29	59	3	8.3
WESTERN OR STATE C (1)	43.9	35.3	31.2	23.0	- -	36.2*	- -	152	28	62	2	10.8
Doctoral												
OR HLTH SCIENCE U (1)	+	40.2	32.7	- -	- -	36.7*	- -	20	85	45	86	12.9
OR STATE U (1)	58.0	46.7	40.4	26.8	26.1	47.3*	- -	459	25	68	26	13.8
PORTLAND STATE U (1)	54.1	43.7	38.5	28.6	- -	46.8	7.2	374	29	72	9	9.3
U OF OR (1)	59.7	44.6	37.6	27.9	+	46.6*	- -	631	31	65	6	13.4
Private Institutions												
BA												
CONCORDIA C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
EUGENE BIBLE C (1)	- -	- -	- -	- -	+	+ *	-0.1	3	67	0	63	4.2
PACIFIC NORTHWEST C OF ART (1)	- -	- -	- -	- -	26.1	26.1	6.1	19	26	63	0	- -
WESTERN BAPTIST C (1)	42.3	30.8	24.9	21.1	- -	29.4*	8.5	22	18	32	0	10.4
WESTERN STATES CHIROPRACTIC C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
BA+												
LEWIS & CLARK C (1)	59.2	44.2	36.1	29.5	- -	47.5*	- -	174	36	59	0	12.0
LINFIELD C (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
MULTNOMAH SCHL OF BIBLE (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
NORTHWEST CHRISTIAN C (1)	32.4	28.9	+	- -	- -	30.9*	6.0	11	18	0	0	11.7
REED C (1)	59.6	41.9	39.5	- -	- -	49.8	6.4	96	28	66	0	11.9
U OF PORTLAND (1)	58.7	43.7	38.9	254.6	- -	53.5*	28.3	132	26	61	1	9.5
WARNER PACIFIC C (1)	34.3	27.9	21.6	- -	- -	26.9	-3.4	26	31	0	0	5.9
WESTERN EVANGELICAL SEM (1)	35.6	- -	- -	- -	- -	35.6*	1.6	11	36	0	0	8.1
WILLAMETTE U (1)	59.6	39.0	34.5	31.6	+	47.9*	- -	145	30	72	0	14.4
Doctoral												
GEORGE FOX C (1)	41.9	37.3	30.2	- -	- -	35.5*	8.3	67	24	24	13	8.5
OR GRAD INST OF SCI & TECHN (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
PACIFIC U (1)	44.6	37.5	33.7	20.9	- -	36.6	1.5	94	37	50	13	8.5
WESTERN CONSERV BAPTIST SEM (1)	33.1	+	+	- -	- -	33.1*	- -	8	13	0	20	- -
PENNSYLVANIA												
Public Institutions												
AA												
BUCKS COUNTY CC (1)	54.0	33.4	30.1	26.2	- -	48.2	- -	183	43	75	1	13.4
BUTLER COUNTY CC (1)	46.4	39.0	34.2	28.6	- -	38.2	10.4	54	37	85	0	11.4
CC OF ALLEGHENY COUNTY (1)	48.1	37.5	34.1	24.4	- -	42.7*	- -	351	46	77	2	13.4
CC OF BEAVER COUNTY (1)	45.1	40.6	33.2	29.0	- -	38.1*	- -	55	53	82	0	15.0
CC OF PHILADELPHIA (1)	56.7	53.6	45.4	30.9	- -	49.6	4.2	327	46	86	12	16.3
DE COUNTY CC (1)	60.6	51.2	45.9	- -	- -	54.9	8.1	109	40	85	0	17.5
HARRISBURG AREA CC-HARRISBURG (1)	56.5	42.9	36.9	30.0	- -	46.5	2.5	133	38	71	10	12.5
HARRISBURG AREA CC-LANCASTER (1)	- -	- -	- -	- -	27.5	27.5	8.6	9	67	0	0	- -
HARRISBURG AREA CC-LEBANON (1)	- -	- -	+	- -	- -	+ *	9.5	4	50	0	0	9.0
IN U OF PA-ARMSTRONG (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
IN U OF PA-PUNXSUTAWNEY (2)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
LEHIGH COUNTY CC (1)	56.8	45.3	40.2	34.0	+	46.2*	4.8	69	45	75	0	11.0
LUZERNE COUNTY CC (1)	48.7	40.4	29.3	30.9	- -	38.1*	- -	96	47	0	30	14.0
MONTGOMERY COUNTY CC (1)	57.9	49.5	38.4	31.3	- -	50.5	7.2	136	45	91	0	16.2
NORTHAMPTON COUNTY AREA CC (1)	52.5	47.1	40.2	- -	- -	47.7*	8.9	81	43	79	2	14.2
READING AREA CC (1)	40.1	36.1	33.6	30.5	- -	37.0*	5.7	50	70	0	4	12.9
THADDEUS STEVENS ST SCHL OF TECH (1)	- -	- -	- -	- -	41.5	41.5	4.8	37	11	97	0	14.0
U OF PITTSBURGH-TITUSVILLE (1)	- -	39.0	30.1	26.4	- -	31.5*	- -	21	33	33	5	8.8
WESTMORELAND COUNTY CC (1)	47.8	42.4	36.9	27.6	- -	37.6	5.1	82	43	0	5	11.0

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA												
CLARION U OF PA-VENANGO CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
PA C OF TECHNOLOGY (1)	51.4	46.7	42.1	37.4	--	42.4	5.9	206	25	80	0	11.9
PA STATE U-ALLENTOWN CAMPUS (1)	+	43.6	36.3	--	--	38.3*	6.5	18	39	56	14	--
PA STATE U-ALTOONA CAMPUS (1)	+	43.7	35.5	36.2	--	38.2*	--	78	26	47	0	11.4
PA STATE U-BEAVER CAMPUS (1)	+	46.0	38.8	29.5	--	37.9*	5.6	41	24	51	2	10.5
PA STATE U-BERKS CAMPUS (1)	53.0	44.9	38.8	33.8	--	39.6*	--	42	31	48	13	11.4
PA STATE U-DE CAMPUS (1)	63.4	45.5	36.3	30.6	--	39.6*	--	51	45	51	0	11.3
PA STATE U-DU BOIS CAMPUS (1)	--	41.4	34.6	35.1	--	36.5*	2.2	43	33	33	0	10.1
PA STATE U-FAYETTE CAMPUS (1)	--	47.4	38.4	32.0	--	39.2*	5.4	35	23	43	3	--
PA STATE U-HAZLETON CAMPUS (1)	52.2	44.0	35.2	29.3	--	37.0*	4.0	44	25	43	6	10.4
PA STATE U-MCKEESPORT CAMPUS (1)	55.3	42.7	36.9	34.9	--	38.9*	5.4	43	33	53	2	11.2
PA STATE U-MONT ALTO CAMPUS (1)	+	42.1	36.4	33.4	--	35.8*	--	36	42	44	10	11.1
PA STATE U-NEW KENSINGTON (1)	+	44.3	37.9	30.4	--	37.0*	1.2	42	33	55	2	11.1
PA STATE U-OGONTZ CAMPUS (1)	56.3	46.0	36.2	27.1	--	37.7*	--	93	42	45	0	10.8
PA STATE U-SCHUYLKILL CAMPUS (1)	+	45.3	39.6	28.8	--	37.6*	--	35	26	46	0	10.4
PA STATE U-SHENANGO (1)	56.3	43.6	37.2	34.0	--	39.2	4.6	27	33	44	0	11.5
PA STATE U-WILKES-BARRE (1)	+	42.4	39.3	33.1	--	37.5*	3.3	31	16	35	6	11.6
PA ST U-WORTHINGTON-SCRANTON (1)	--	44.8	38.9	35.0	--	39.2*	2.8	45	27	44	2	11.2
PA STATE U-YORK CAMPUS (1)	+	42.5	38.6	26.5	--	34.8*	3.4	43	30	42	9	10.9
U OF PITTSBURGH-BRADFORD (1)	49.8	42.5	34.0	27.9	--	37.1*	--	51	41	39	7	8.9
U OF PITTSBURGH-GREENSBURG (1)	47.1	38.8	31.0	27.6	--	35.9	3.0	51	43	55	9	9.5
U OF PITTSBURGH-JOHNSTOWN (1)	56.1	43.1	32.5	29.3	+	39.8*	2.5	122	25	61	8	9.9
BA+												
BLOOMSBURG U OF PA (1)	66.9	53.8	42.8	36.3	--	52.8	12.3	348	33	66	0	16.8
CA U OF PA (1)	67.4	53.9	43.6	31.5	--	54.7	6.9	302	25	74	2	15.8
CHEYNEY U OF PA (1)	69.2	55.4	37.9	33.2	--	55.9*	--	96	42	76	0	18.5
CLARION U OF PA (5)	66.6	53.7	42.0	29.9	--	52.8	12.7	285	34	65	1	16.6
EAST STROUDSBURG U OF PA (1)	67.4	54.2	45.3	35.0	--	56.6*	--	234	34	71	0	15.0
EDINBORO U OF PA (1)	67.6	54.8	42.4	33.6	--	51.7	10.5	384	33	61	2	16.7
KUTZTOWN U OF PA (1)	66.9	54.4	41.8	32.0	--	52.8	14.8	382	35	69	0	15.7
LINCOLN U (1)	51.5	38.2	33.8	29.4	+	38.3*	8.9	86	37	51	0	8.0
LOCK HAVEN U (5)	67.6	54.4	41.7	33.8	--	50.8	9.3	197	39	63	0	12.3
LOCK HAVEN U-CLEARFIELD CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
MANSFIELD U OF PA (1)	66.5	53.2	42.8	31.6	--	51.6	10.4	179	31	62	0	15.5
MILLERSVILLE U OF PA (1)	66.0	55.2	42.7	--	--	55.4*	10.8	313	34	75	2	16.5
PA STATE U-ERIE BEHREND C (1)	59.5	52.1	45.6	34.7	--	43.4*	3.8	128	25	30	4	12.0
SHIPPENSBURG U OF PA (1)	67.3	54.6	42.4	--	--	57.7*	--	292	25	73	0	16.3
SLIPPERY ROCK U OF PA (1)	67.5	53.2	43.1	34.0	--	53.7	11.2	378	36	74	1	13.9
WEST CHESTER U OF PA (1)	66.7	54.0	43.1	37.9	--	53.3	11.7	483	37	71	0	14.1
Doctoral												
IN U OF PA (5)	67.5	54.1	42.5	31.0	--	54.6	10.2	658	33	74	0	16.9
PA STATE U-GREAT VALLEY (1)	--	60.7	54.0	--	--	56.7*	2.6	13	23	31	0	13.6
PA STATE U-HARRISBURG CAPITAL (1)	62.2	52.0	43.1	37.9	--	48.5*	--	123	23	51	5	12.8
PA STATE U-MAIN CAMPUS (1)	71.7	51.0	42.1	29.0	33.1	53.7	5.9	1,527	26	58	15	13.3
TEMPLE U (1)	74.2	57.6	45.2	31.9	--	60.8	7.3	1,084	31	71	5	15.7
U OF PITTSBURGH-MAIN CAMPUS (1)	75.2	51.2	42.7	32.3	--	56.7	2.9	798	27	66	40	13.7
Private Institutions												
AA												
ALBERT EINSTEIN MED CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
BEREAN INST (1)	--	--	--	--	22.6	22.6	--	14	43	36	18	7.4
ELECTRONIC INST-MIDDLETOWN (4)	+	+	+	--	+	+ *	--	9	56	0	31	--
ELECTRONIC INSTS (4)	--	--	--	--	+	+ *	--	1	100	0	67	--
HARCUM JR C (1)	--	--	--	--	--	--	--	0	--	--	100	--
JOHNSON TECH INST (1)	--	--	--	--	--	--	--	0	--	--	100	--
KEYSTONE JR C (1)	38.9	30.5	25.0	18.0	--	30.3*	--	43	60	72	0	8.2
LACKAWANNA JR C (1)	+	+	24.9	21.0	--	23.2*	3.0	25	48	0	0	8.5
MANOR JR C (1)	30.2	26.8	23.0	--	--	26.7*	6.0	13	85	0	32	6.3
NORTHEASTERN CHRISTIAN JR C (1)	--	--	--	--	--	--	--	0	--	--	--	--
PEIRCE C (1)	38.0	+	+	24.2	--	35.4*	--	22	50	0	0	--

BEST COPY AVAILABLE

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
PA INST OF TECHNOLOGY (1)	--	--	--	--	23.3	23.3	--	20	40	0	0	0.0
PITTSBURGH INST OF AERONAUTICS (1)	--	--	--	--	--	--	--	0	--	--	100	--
PITTSBURGH I OF MORTUARY SCI (1)	--	--	--	--	--	--	--	0	--	--	100	--
ST TIKHON THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
VALLEY FORGE MILITARY C (1)	40.8	+	27.7	--	--	33.3*	--	12	25	0	0	9.2
WILLIAMSON FREE SCHL (1)	--	--	--	--	27.7	27.7*	--	13	15	0	7	16.6
BA												
ACAD OF THE NEW CHURCH (1)	47.4	+	41.7	34.4	--	40.2*	--	22	14	27	19	14.3
ALBRIGHT C (1)	48.8	39.6	35.9	--	--	43.6*	--	79	38	80	0	13.4
ALVERNIA C (1)	41.7	31.5	29.5	24.9	--	30.3*	--	60	75	45	0	--
DE VALLEY C OF SCI & AGRL (1)	50.6	41.1	34.7	28.5	--	37.8*	--	73	29	63	0	9.4
DICKINSON C (1)	62.2	46.8	38.0	34.7	--	46.6*	--	144	34	55	0	12.7
ELIZABETHTOWN C (1)	55.4	45.6	37.1	29.8	--	45.0*	--	104	26	65	1	12.3
FRANKLIN & MARSHALL C (1)	67.5	48.1	38.7	34.7	--	51.7	4.2	152	31	62	0	17.7
GETTYSBURG C (1)	62.7	47.5	40.0	36.5	--	48.5*	--	153	35	66	0	15.4
GROVE CITY C (4)	53.9	43.3	35.2	29.1	--	43.1*	--	114	38	54	5	--
HAVERFORD C (1)	65.3	49.8	39.2	--	--	52.7*	3.9	95	33	57	0	19.5
JUNIATA C (1)	48.8	39.1	31.6	--	--	42.3*	--	74	26	51	0	12.6
LAFAYETTE C (1)	68.6	51.7	41.9	36.3	--	50.6*	--	179	23	55	0	14.2
LANCASTER BIBLE C (1)	32.0	29.7	26.6	--	--	28.5*	--	16	25	0	24	--
LYCOMING C (1)	50.2	43.6	35.2	27.0	--	39.5	4.0	86	27	62	0	11.2
MANNA BIBLE INST (1)	--	--	--	--	--	--	--	--	--	--	--	--
MESSIAH C (1)	48.0	40.0	35.1	30.5	--	39.1*	--	130	31	32	1	11.1
MOORE C OF ART & DESIGN (1)	35.0	24.4	20.6	--	--	31.0	2.6	35	51	89	0	8.5
MOUNT ALOYSIUS C (1)	+	35.1	31.8	26.5	--	30.8*	--	45	73	4	12	7.5
SETON HILL C (1)	49.7	37.2	32.9	--	--	36.4*	8.0	56	59	25	0	8.6
SUSQUEHANNA U (1)	53.4	42.0	35.9	29.9	--	42.3*	--	89	33	55	0	9.9
THIEL C (1)	40.8	34.2	28.7	--	--	37.1*	--	58	36	74	0	11.2
URSINUS C (1)	52.8	41.9	35.6	--	--	43.7*	--	92	38	67	0	12.9
VALLEY FORGE CHRISTIAN C (1)	+	27.1	23.8	--	--	24.6*	6.0	18	33	11	0	5.6
WILSON C (1)	32.5	32.1	26.9	--	--	29.8*	--	31	52	45	3	--
BA+												
ALLEGHENY C (1)	57.6	41.4	33.2	24.3	--	41.6*	--	144	31	51	0	11.7
ALLENTOWN C OF ST FRANCIS DE SALES (1)	50.5	41.7	34.3	27.6	--	36.6*	--	68	40	28	0	9.4
AMERICAN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
BEAVER C (1)	49.4	40.6	35.2	--	--	39.3*	1.9	64	52	34	6	11.7
BIBLICAL THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
BUCKNELL U (1)	65.8	49.7	41.5	--	--	52.8*	--	243	28	69	0	15.1
CABRINI C (1)	47.1	35.1	35.4	--	--	40.3*	--	41	54	76	0	--
CARLOW C (1)	49.7	38.3	31.4	27.2	--	36.3*	--	53	64	23	0	9.4
CEDAR CREST C (1)	47.2	39.8	31.6	--	--	37.3*	--	57	53	44	5	9.6
CHATHAM C (1)	49.2	29.7	32.3	--	--	36.3*	--	50	64	62	0	--
CHESTNUT HILL C (1)	50.8	32.2	28.0	24.8	--	30.8*	--	37	59	43	0	--
C MISERICORDIA (1)	50.7	42.4	35.3	--	--	38.7*	--	64	44	42	24	7.9
CURTIS INST OF MUSIC (1)	--	--	--	--	--	--	--	0	--	--	100	--
DICKINSON SCHL OF LAW (1)	86.4	--	62.7	--	--	82.6*	--	21	29	76	0	15.6
EASTERN C (1)	44.2	34.2	32.9	22.4	--	36.6*	--	57	39	46	0	10.5
EVANGELICAL SCHL OF THEOLOGY (1)	+	+	+	--	--	+*	--	6	17	0	0	--
FAITH THEOL SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
GANNON U (1)	44.8	37.7	35.3	22.6	--	37.5	5.3	156	35	69	9	10.4
GENEVA C (1)	41.6	37.1	31.2	--	--	36.5*	4.5	50	14	70	0	10.4
GRATZ C (1)	40.3	+	--	--	--	40.3*	12.7	7	43	71	0	6.6
GWYNEDD-MERCY C (1)	36.3	31.6	26.8	21.8	--	28.3*	--	86	78	55	12	6.1
HOLY FAMILY C (1)	47.8	39.5	33.9	30.1	--	36.3	5.8	71	62	21	9	9.0
KING'S C (1)	49.6	42.9	35.4	--	--	40.8*	4.2	95	22	54	0	11.1
LA ROCHE C (1)	43.3	36.4	30.2	--	--	35.1	2.[illegible]	44	50	0	0	6.7
LA SALLE U (1)	58.4	48.2	42.6	42.8	--	46.9*	-0.1	209	32	65	0	12.7
LEBANON VALLEY C (1)	47.3	39.1	36.2	--	--	41.8*	--	68	22	74	0	10.7
LUTHERAN THEOL SEM-GETTYSBURG (1)	--	--	--	--	--	--	--	0	--	--	100	--
MARYWOOD C (1)	51.4	42.9	35.5	29.0	--	41.2	3.8	118	51	56	2	9.0

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MERCYHURST C (1)	44.4	39.0	31.2	23.0	- -	33.9	4.5	101	47	33	0	9.1
MORAVIAN C (1)	49.0	40.6	34.3	31.4	- -	42.3	2.8	86	27	72	0	10.9
MUHLENBERG C (1)	58.9	43.2	35.9	33.7	- -	45.1*	- -	115	32	57	0	15.1
NEUMANN C (1)	36.0	33.2	29.6	- -	- -	30.8*	-1.5	44	73	0	0	7.8
PA ACAD OF FINE ARTS (1)	- -	- -	- -	- -	8.9	8.9	5.5	48	27	0	0	0.0
PA C OF OPTOMETRY (1)	- -	40.3	- -	- -	- -	40.3	21.8	4	0	100	90	9.7
PHILADELPHIA C OF BIBLE (1)	34.0	30.4	32.4	- -	- -	32.3*	- -	31	26	0	0	- -
PHILADELPHIA C OF TEXTILES & SCI (1)	54.3	42.5	36.2	- -	- -	41.6*	1.1	85	34	54	0	12.1
POINT PARK C (1)	41.1	33.1	29.0	- -	35.1	35.9*	- -	73	36	82	0	10.3
ROBERT MORRIS C (1)	57.5	45.7	41.0	38.1	- -	44.9*	- -	97	25	0	6	11.9
ROSEMONT C (1)	46.4	40.8	29.4	- -	- -	38.1*	3.6	43	60	72	0	7.6
ST FRANCIS C (1)	47.2	38.5	32.3	25.8	- -	37.7*	3.6	64	34	55	3	- -
ST JOSEPHS U (1)	59.4	48.8	42.7	- -	- -	49.0*	- -	154	25	64	0	13.6
ST VINCENT C (1)	43.6	40.7	31.7	28.2	- -	36.4*	- -	64	23	50	0	11.8
ST VINCENT SEM (1)	- -	+	- -	- -	- -	+ *	- -	1	100	0	0	- -
ST CHARLES BORROMEO SEM (1)	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -	- -
SWARTHMORE C (1)	70.4	51.9	40.8	- -	- -	56.5*	-0.3	162	35	62	0	13.8
THE U OF THE ARTS (1)	38.2	33.2	27.8	- -	- -	34.1	0.7	83	30	76	0	10.2
TRINITY EPISC SCHL FOR MINISTRY (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
U OF SCRANTON (1)	56.5	47.9	43.7	32.2	- -	47.7*	6.6	242	26	65	0	14.4
WA & JEFFERSON C (1)	56.0	48.7	37.3	37.6	- -	48.2*	- -	89	20	65	0	13.0
WAYNESBURG C (1)	40.3	33.2	29.7	28.7	- -	33.4*	- -	65	45	38	3	11.9
WESTMINSTER C (1)	49.7	41.0	33.7	29.8	- -	42.3	5.4	93	32	62	0	8.5
WIDENER U-HARRISBURG CAMPUS (1)	+	69.9	60.4	46.8	- -	64.1*	- -	33	42	9	6	19.5
WILKES U (1)	50.1	43.1	33.8	- -	- -	40.8*	- -	132	30	54	4	9.3
YORK C PA (1)	61.1	51.2	41.4	- -	- -	46.3*	- -	113	35	57	0	13.9
Doctoral												
BAPTIST BIBLE C & SEM (1)	31.8	28.5	25.1	- -	- -	28.9*	- -	29	14	3	0	7.4
BRYN MAWR C (1)	62.0	46.6	37.9	36.3	- -	51.7*	4.2	129	47	66	0	12.8
CALVARY BAPTIST THEOL SEM (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
CARNEGIE MELLON U (1)	81.8	56.5	50.0	- -	- -	67.0*	3.3	499	16	60	5	15.3
DREXEL U (1)	67.4	49.6	42.0	- -	+	58.7*	- -	286	21	89	0	13.9
DUQUESNE U (1)	60.2	46.9	39.3	38.3	- -	47.5	3.7	336	33	61	0	12.6
EASTERN BAPTIST THEOL SEM (1)	43.6	+	- -	- -	- -	43.6*	3.9	11	27	73	0	11.4
HAHNEMANN U (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
IMMACULATA C (1)	45.1	40.6	31.0	- -	- -	39.4*	- -	28	57	54	0	- -
LANCASTER THEOL SEM (1)	42.6	+	+	- -	- -	42.6*	- -	8	38	63	0	10.5
LEHIGH U (1)	75.7	54.3	44.8	44.4	- -	63.6*	- -	416	19	79	0	17.1
LUTHERAN THEOL SEM AT PHILLY (1)	46.3	40.9	+	- -	- -	44.1*	- -	15	27	67	0	- -
PHILADELPHIA C OF PHARM & SCI (1)	59.0	43.9	36.7	28.5	- -	40.2*	- -	67	31	36	42	11.3
PITTSBURGH THEOL SEM (1)	56.5	44.3	+	- -	- -	50.0*	- -	16	19	94	0	- -
RECONSTRUCTIONIST RABBINICAL C (1)	- -	- -	- -	- -	41.9	41.9	20.9	7	43	57	0	12.3
TALMUD YESHIVA OF PHILADELPHIA (4)	+	+	+	- -	- -	+ *	- -	4	25	50	0	- -
THOMAS JEFFERSON U (1)	+	52.3	42.5	36.7	- -	40.9*	6.4	44	91	0	24	12.7
U OF PA (1)	88.1	62.2	53.2	- -	- -	74.4	-3.5	993	20	76	0	20.2
VILLANOVA U (1)	72.8	53.5	43.8	30.8	- -	53.6	4.0	500	27	70	1	16.2
WESTMINSTER THEOL SEM (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
WIDENER U-MAIN CAMPUS (1)	57.0	46.8	38.2	34.0	- -	45.0*	- -	187	43	59	13	14.8
YESHIVATH BETH MOSHE (1)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	100	- -
RHODE ISLAND												
Public Institutions												
AA												
CC OF RI (1)	46.6	35.4	30.6	22.5	- -	40.5*	- -	275	51	81	3	12.2
BA+												
RI C (1)	51.7	44.2	38.1	- -	- -	45.3*	- -	322	36	73	0	14.1
Doctoral												
U OF RI (1)	63.5	47.9	42.2	- -	- -	54.5*	- -	542	28	74	18	16.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Private Institutions												
AA												
NEW ENGLAND I OF TECHNOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA+												
BRYANT C (1)	64.2	58.2	50.2	32.8	--	56.3*	--	135	27	53	0	15.5
JOHNSON & WALES U (1)	42.9	36.0	31.5	26.0	--	31.8*	--	223	37	0	0	6.6
RI SCHL OF DESIGN (1)	55.8	42.7	35.1	--	--	44.4	-0.6	118	37	1	0	15.4
ROGER WILLIAMS U (1)	--	--	--	--	46.4	46.4	4.7	104	24	0	0	13.9
Doctoral												
BROWN U (1)	75.2	51.4	43.3	40.7	--	62.5	4.5	514	25	75	0	17.1
PROVIDENCE C (1)	63.3	52.6	41.8	35.2	--	48.9	5.2	219	32	66	0	15.6
SALVE REGINA U (1)	49.5	40.7	33.3	27.6	--	38.8*	--	118	53	53	5	9.7
SOUTH CAROLINA												
Public Institutions												
AA												
AIKEN TECH C (1)	--	--	--	--	33.7	33.7	--	56	41	0	0	27.9
CENTRAL CAROLINA TECH C (1)	--	--	--	--	26.5	26.5	3.5	70	60	0	0	7.3
CHESTERFIELD-MARLBORO TECH C (1)	--	--	--	--	24.0	24.0	-9.1	25	56	0	0	7.9
DENMARK TECH C (1)	--	--	--	--	24.7	24.7	-3.1	23	43	0	21	--
FLORENCE DARLINGTON TECH C (1)	--	--	--	--	27.2	27.2	0.4	89	56	0	0	7.4
GREENVILLE TECH C (1)	--	--	--	27.3	--	27.3	-1.2	178	58	0	25	7.4
HORRY-GEORGETOWN TECH C (1)	--	--	--	--	28.7	28.7	-0.2	77	42	0	0	7.5
MIDLANDS TECH C (1)	--	--	--	--	28.3	28.3	-1.8	200	58	0	0	7.3
ORANGEBURG CALHOUN TECH C (1)	--	--	--	--	23.8	23.8	-0.3	30	73	0	57	5.7
PIEDMONT TECH C (1)	--	--	--	--	25.3	25.3	-1.5	67	48	0	0	6.3
SPARTANBURG TECH C (1)	--	--	--	--	24.3	24.3	0.8	100	54	0	0	6.0
TECH C OF THE LOWCOUNTRY (1)	--	--	--	--	24.0	24.0	0.1	40	63	0	0	4.6
TRI-COUNTY TECH C (1)	--	--	--	--	28.0	28.0	-0.7	93	51	0	11	7.0
TRIDENT TECH C (1)	--	--	--	--	29.9	29.9	0.6	204	53	0	0	7.5
U OF SC AT BEAUFORT (1)	42.4	33.0	29.6	--	--	35.5*	-2.5	18	28	67	14	8.1
U OF SC AT LANCASTER (1)	38.8	34.2	+	--	--	35.2*	--	19	47	84	24	7.9
U OF SC AT SALKEHATCHIE (1)	39.4	32.7	27.2	23.4	--	31.9*	-2.2	18	22	56	14	7.5
U OF SC AT SUMTER (1)	40.7	33.8	33.2	--	--	36.9*	--	38	29	76	10	8.3
U OF SC AT UNION (1)	43.7	+	+	--	--	43.7*	--	9	11	78	18	8.5
WILLIAMSBURG TECH C (1)	--	--	--	--	23.4	23.4	4.0	12	58	0	0	6.5
YORK TECH C (1)	--	--	--	--	27.6	27.6	2.1	76	57	0	0	6.7
BA												
U OF SC AT AIKEN (1)	46.5	39.6	31.8	26.0	--	37.3	-0.3	102	46	58	13	8.5
U OF SC AT SPARTANBURG (1)	43.3	36.8	30.3	26.9	--	36.9*	1.1	131	46	63	1	8.4
BA+												
CITADEL MILITARY C OF SC (1)	46.9	40.5	33.2	--	--	42.1	0.6	148	16	82	0	9.9
COASTAL CAROLINA U (1)	43.9	37.8	31.4	24.6	--	34.0*	--	139	37	52	3	8.0
C OF CHARLESTON (1)	46.9	40.7	32.0	24.4	--	36.4	-1.6	288	36	58	10	8.7
FRANCIS MARION U (1)	47.6	39.4	32.8	24.5	--	38.7	2.0	165	25	66	1	--
LANDER U (1)	44.8	38.0	34.1	24.3	--	37.8*	--	108	39	57	2	9.0
WINTHROP U (1)	46.4	37.8	32.8	24.9	--	38.0*	--	241	39	65	0	9.6
Doctoral												
CLEMSON U (1)	60.2	44.2	37.9	26.5	--	46.2	1.5	685	26	60	14	10.5
MED U OF SC (1)	--	41.0	35.8	--	--	38.1*	--	18	100	28	91	9.0
SC STATE U (1)	44.5	37.0	30.3	27.9	--	34.0*	--	226	45	32	11	8.1
U OF SC AT COLUMBIA (1)	58.4	43.2	38.6	29.6	--	47.6*	--	913	25	73	12	10.2
Private Institutions												
AA												
SPARTANBURG METHODIST C (1)	--	--	--	--	30.9	30.9	4.7	21	52	62	0	--
BA												
ANDERSON C (1)	+	33.4	29.5	--	--	31.2*	--	51	53	61	12	8.1
BENEDICT C (1)	33.3	25.5	23.9	20.5	--	25.8*	--	71	41	39	8	--
CATHEDRAL BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	--	--
CLAFLIN C (4)	30.0	28.0	26.0	23.7	+	27.0*	--	55	33	20	0	--

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
COKER C (1)	42.9	35.5	31.8	--	--	36.1*	--	43	28	56	0	7.2
JOHNSON & WALES U-CHARLESTON (1)	--	27.9	+	26.1	--	26.3*	--	28	21	0	0	5.7
LIMESTONE C (1)	29.1	27.9	25.0	--	--	26.8*	--	28	39	29	0	4.0
MORRIS C (1)	+	27.3	25.2	--	--	26.0*	--	38	34	3	17	3.3
NEWBERRY C (1)	34.9	29.0	24.1	23.6	--	28.8*	0.9	46	17	43	0	5.2
NORTH GREENVILLE C (1)	29.1	+	26.4	18.4	--	24.7*	--	22	41	23	15	6.8
PRESBYTERIAN C (1)	50.3	39.4	31.6	29.7	--	40.4*	--	74	19	62	0	10.5
VOORHEES C (1)	+	+	25.6	20.1	--	22.4*	6.1	30	33	7	0	4.3
WOFFORD C (1)	54.1	41.3	36.7	--	--	45.1*	5.3	64	16	80	0	7.1
BA+												
CENTRAL WESLEYAN C (1)	29.4	24.3	21.6	--	--	25.9*	--	22	36	55	39	6.7
CHARLESTON SOUTHERN U (1)	42.8	35.6	29.9	23.5	--	32.8*	--	72	39	19	0	6.7
COLUMBIA C (1)	41.5	35.5	33.1	29.4	18.9	35.5*	--	76	59	67	0	8.3
CONVERSE C (1)	45.5	38.0	31.7	29.9	--	37.0	-0.4	75	43	64	0	10.0
FURMAN U (1)	55.1	40.9	34.3	29.8	--	45.4*	--	185	25	75	0	13.0
Doctoral												
BOB JONES U (4)	51.2	40.0	33.4	25.4	--	40.3	--	150	35	47	14	--
COLUMBIA BIBLE C & SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
ERSKINE C & SEM (1)	42.1	32.2	29.7	--	--	36.1*	9.2	50	24	38	0	6.9
LUTHERAN THEOL SOUTHERN SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
SOUTH DAKOTA												
Public Institutions												
AA												
SISSETON-WAHPETON CC (1)	--	--	--	--	24.2	24.2*	--	10	20	0	0	0.0
BA												
DAKOTA STATE U (1)	44.9	36.4	34.5	23.4	--	34.1*	2.0	46	37	41	22	6.8
BA+												
BLACK HILLS STATE U (1)	40.5	33.2	29.1	20.2	--	30.9	-0.2	106	26	42	1	6.4
NORTHERN STATE U (1)	42.0	33.2	28.3	27.8	--	33.1*	-2.0	104	24	52	1	6.9
OGLALA LAKOTA C (4)	45.6	37.7	32.2	--	--	37.2*	--	19	32	58	0	--
SINTE GLESKA U (4)	46.3	37.0	31.3	--	--	37.5*	--	17	29	59	0	--
Doctoral												
SD SCHL OF MINES & TECHNOLOGY (1)	47.3	41.4	36.2	26.8	--	42.3*	--	104	16	47	0	8.1
SD STATE U (1)	43.7	36.8	32.6	27.8	--	36.3*	--	291	37	48	21	7.1
U OF SD (1)	47.7	36.2	34.2	23.4	--	36.3	3.4	313	36	42	13	7.4
Private Institutions												
BA												
PRESENTATION C (1)	--	--	--	--	28.4	28.4	--	28	79	25	0	--
BA+												
AUGUSTANA C (1)	43.4	38.2	32.2	23.3	--	36.6*	--	108	31	57	0	11.2
DAKOTA WESLEYAN U (1)	32.4	29.0	24.2	19.9	--	25.6*	--	34	32	29	6	6.3
MOUNT MARTY C (1)	32.0	27.4	25.1	24.0	--	26.5*	--	38	53	32	3	--
SIOUX FALLS C (1)	38.6	30.9	28.9	--	--	31.2*	--	36	22	47	0	8.0
Doctoral												
NORTH AMERICAN BAPTIST SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
TENNESSEE												
Public Institutions												
AA												
CHATTANOOGA STATE TECH CC (1)	42.8	37.6	31.3	25.8	+	33.7*	--	144	54	54	25	5.1
CLEVELAND STATE CC (1)	42.8	36.8	32.1	27.1	--	33.2*	--	69	46	61	5	7.2
COLUMBIA STATE CC (1)	46.4	39.4	32.7	26.5	--	32.2*	--	84	60	48	7	7.1
DYERSBURG STATE CC (1)	39.8	34.7	30.1	26.8	--	33.4	11.8	40	50	53	11	7.5
JACKSON STATE CC (1)	38.5	34.7	29.7	26.7	--	32.5*	--	69	49	57	13	--
MOTLOW STATE CC (1)	+	37.8	33.2	27.6	--	32.0*	6.2	68	51	50	8	7.8
NASHVILLE STATE TECH INST (1)	43.6	35.4	30.7	25.2	--	32.9*	--	87	48	64	13	8.0
NORTHEAST STATE TECH CC (1)	--	35.4	29.7	25.6	--	28.9	5.2	71	41	28	14	7.0
PELLISSIPPI STATE TECH CC (1)	45.7	36.8	30.9	27.8	--	32.0*	--	142	61	42	0	7.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
ROANE STATE CC (1)	43.0	36.7	30.5	27.2	--	34.0	8.2	125	54	52	7	7.6
SHELBY STATE CC (1)	39.7	32.8	27.6	25.8	--	31.0*	--	118	55	62	9	6.8
STATE TECH INST OF MEMPHIS (1)	+	35.1	29.0	26.5	--	29.8*	--	57	70	44	64	6.7
VOLUNTEER STATE CC (1)	42.6	36.6	27.1	24.9	--	33.3	6.6	79	51	62	26	6.1
WALTERS STATE CC (1)	45.2	37.6	30.2	25.9	--	35.1	6.9	101	50	54	17	8.1
BA+												
AUSTIN PEAY STATE U (1)	48.8	36.6	31.6	24.4	--	38.4*	--	227	39	52	10	8.4
U OF TN-CHATTANOOGA (1)	49.4	42.4	36.4	22.0	--	43.3*	--	253	31	66	4	11.2
U OF TN-MARTIN (1)	47.1	40.8	33.8	27.5	--	40.9	9.5	201	31	63	11	11.4
Doctoral												
EAST TN STATE U (1)	51.9	45.3	37.3	28.8	--	43.4	11.8	387	35	65	20	9.6
MEMPHIS STATE U (1)	57.0	43.8	38.6	25.1	--	45.3	8.1	692	29	65	4	9.8
MIDDLE TN STATE U (1)	54.2	41.8	33.9	25.6	--	41.2	6.7	648	36	54	3	8.4
TN STATE U (1)	47.9	41.5	33.7	31.2	--	41.9	6.3	252	[illegible]	76	13	10.3
TN TECHNOLOGICAL U (1)	54.7	42.4	34.7	24.6	--	[illegible]	6.7	369	25	75	2	10.5
U OF TN-KNOXVILLE (1)	58.9	45.4	40.3	27.7	--	49.6*	--	1,073	24	72	19	12.8
U OF TN-MEMPHIS (1)	--	+	--	--	--	+ *	--	2	100	100	99	0.0
Private Institutions												
AA												
AQUINAS JR C (1)	--	--	--	--	28.2	28.2	8.4	20	65	0	0	4.9
HIWASSEE C (1)	27.5	23.8	21.0	--	--	24.0*	--	22	45	68	4	4.6
KNOXVILLE C-MORRISTOWN CAMPUS (4)	--	--	+	--	+	+ *	--	2	50	0	0	--
BA												
BRYAN C (1)	29.7	+	25.4	--	+	27.6*	1.1	25	12	0	0	7.1
CRICHTON C (1)	32.6	28.0	+	--	--	29.5*	--	14	29	0	0	--
FREE WILL BAPTIST BIBLE C (1)	--	--	--	--	26.5	26.5*	--	17	12	0	0	5.8
KING C (1)	31.3	26.4	24.5	--	--	27.2*	--	34	35	0	0	6.9
KNOXVILLE C (4)	42.7	34.6	29.6	--	--	34.7*	--	46	35	48	0	--
LAMBUTH U (1)	31.6	28.8	28.3	--	--	29.6*	4.3	42	31	64	0	--
LANE C (1)	31.6	25.4	25.2	18.9	--	25.8*	--	38	32	26	0	--
LEE C (1)	35.1	31.9	28.5	24.2	--	29.6*	--	70	37	46	5	6.1
MARTIN METHODIST C (1)	24.4	+	+	16.9	--	22.8*	6.5	20	35	35	17	6.1
MARYVILLE C (1)	42.7	35.1	28.9	25.9	--	33.8*	-0.4	50	44	50	0	--
O'MORE C OF DESIGN (1)	--	--	--	--	+	+ *	--	3	33	0	0	--
SOUTHERN C OF SEV-DAY ADVENTISTS (5)	--	+	+	23.4	--	23.4*	1.5	6	100	0	93	5.9
TN WESLEYAN C (1)	28.0	26.6	23.6	20.9	--	25.7	2.0	33	30	48	6	6.6
TRI-STATE BAPTIST C (4)	--	--	--	--	--	--	--	0	--	--	--	--
BA+												
AMERICAN BAPTIST C (4)	+	+	+	--	--	+ *	--	9	33	56	0	--
BELMONT U (1)	49.8	36.1	31.5	21.6	--	37.1	0.5	137	39	50	9	--
BETHEL C (1)	29.3	+	25.5	22.5	--	26.2*	--	26	27	50	4	6.0
CARSON-NEWMAN C (1)	33.3	33.3	28.5	24.2	--	31.9	3.4	104	36	63	11	6.9
CHRISTIAN BROTHERS U (1)	41.4	34.9	30.9	17.7	--	34.4*	--	86	31	51	0	8.5
CUMBERLAND U (1)	23.3	27.3	22.9	23.1	--	23.6*	--	30	47	0	9	[illegible]
DAVID LIPSCOMB U (1)	45.4	37.4	28.5	26.8	--	35.7*	--	99	22	55	0	8.4
FISK U (1)	38.3	33.4	28.5	21.5	--	31.8*	--	66	41	52	0	--
FREED-HARDEMAN U (1)	38.9	33.9	28.7	21.5	--	31.1*	--	67	28	60	11	6.9
JOHNSON BIBLE C (1)	28.0	27.1	+	--	--	27.5*	7.5	18	11	89	0	13.4
LE MOYNE-OWEN C (4)	42.2	34.7	29.7	--	--	35.1*	--	56	34	50	0	--
LINCOLN MEMORIAL U (1)	33.7	28.1	27.9	22.7	--	27.6*	--	65	51	0	6	5.8
MEMPHIS C OF ART (1)	+	31.6	+	23.7	--	27.9*	-0.6	17	29	0	0	5.6
MILLIGAN C (1)	40.0	33.4	29.1	--	--	34.7	9.9	51	39	59	2	6.2
RHODES C (1)	58.3	44.6	35.3	33.7	--	43.1*	--	109	31	46	1	11.1
TREVECCA NAZARENE C (1)	35.7	31.1	27.8	--	--	31.9*	--	57	33	40	0	5.7
TUSCULUM C (1)	34.4	32.7	29.0	--	--	31.1*	--	27	33	26	0	5.9
UNION U (1)	39.6	35.9	31.8	27.8	--	33.1	4.7	111	42	22	1	8.2
Doctoral												
EMMANUEL SCHL OF RELIGION (1)	31.6	+	+	--	--	31.6*	--	8	0	75	0	20.9
HARDING GRAD SCHL OF RELIGION (1)	+	35.0	--	--	--	35.0*	--	8	0	63	0	8.0

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
MEHARRY MED C (1)	--	--	--	--	--	--	--	0	--	--	100	--
MEMPHIS THEOL SEM (1)	+	+	+	--	--	+*	-16	8	38	13	0	5.5
MID AMERICA BAPTIST SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
TN TEMPLE U (1)	25.4	21.6	18.2	16.2	--	20.6*	-8.0	27	41	0	0	3.4
U OF THE SOUTH (1)	57.7	42.7	34.7	31.0	--	48.9*	--	99	19	69	0	15.1
VANDERBILT U (1)	80.8	52.3	44.1	29.5	--	62.2	5.0	617	22	67	6	15.0
TEXAS												
Public Institutions												
AA												
ALVIN CC (1)	--	--	--	--	40.4	40.4	10.6	70	40	81	29	6.9
AMARILLO C (1)	40.5	36.8	33.8	28.3	--	35.1	3.1	135	57	62	20	9.8
ANGELINA C (1)	--	--	--	--	38.3	38.3	9.7	83	53	0	0	7.1
AUSTIN CC (1)	--	--	--	--	36.7	36.7	4.3	201	44	0	21	7.0
BEE COUNTY C (1)	--	--	--	--	30.4	30.4	-0.7	60	52	0	38	3.7
BLINN C (1)	--	--	--	--	36.0	36.0	26.2	110	45	0	13	11.4
BRAZOSPORT C (1)	+	--	+	29.5	--	29.5*	--	13	54	23	72	3.0
BROOKHAVEN C (1)	--	--	--	--	53.3	53.3	31.0	93	54	0	0	5.6
CEDAR VALLEY C (1)	--	--	--	--	51.5	51.5	27.7	50	40	0	18	5.4
CENTRAL TX C (1)	--	--	--	--	36.3	36.3	3.0	61	57	0	47	8.6
CISCO JR C (1)	--	--	--	--	29.3	29.3	5.9	44	34	57	27	--
CLARENDON C (1)	--	--	--	32.7	--	32.7	7.8	16	31	25	27	5.2
C OF THE MAINLAND (1)	46.0	41.3	--	35.2	--	40.5	-0.1	55	47	64	29	2.5
COLLIN COUNTY CC-CENTRAL PARK (1)	--	--	--	--	32.6	32.6	1.9	127	52	0	0	6.8
COOKE COUNTY C (1)	--	--	--	--	31.0	31.0	0.7	60	45	0	15	5.3
DEL MAR C (1)	45.8	39.5	34.6	29.3	--	37.6	5.6	230	48	67	12	9.5
EASTFIELD C (1)	--	--	--	--	58.5	58.5	33.2	104	31	0	0	5.8
EL CENTRO C (1)	--	--	--	--	52.0	52.0	32.2	141	66	0	1	5.4
EL PASO CC (1)	--	--	--	--	36.4	36.4	2.9	293	48	66	8	7.4
FRANK PHILLIPS C (1)	--	--	--	--	34.8	34.8	2.0	24	50	0	4	3.6
GALVESTON C (1)	41.8	38.0	34.5	31.0	--	36.6*	--	50	50	58	6	6.5
GRAYSON COUNTY C (1)	--	--	--	--	36.5	36.5	12.5	63	44	0	35	9.1
HILL C (1)	--	--	--	--	29.3	29.3	1.6	51	43	27	0	6.2
HOUSTON CC SYSTEM (1)	--	--	--	--	33.0	33.0	6.2	347	50	12	37	5.7
HOWARD COUNTY JR C DIST (1)	40.9	35.3	32.2	27.7	--	32.2*	--	74	65	12	21	7.4
KILGORE C (1)	--	--	--	--	32.7	32.7	-2.0	134	57	0	21	5.6
LAMAR U-ORANGE (1)	+	+	24.9	24.9	--	24.9*	1.6	36	72	36	3	5.8
LAMAR U-PORT ARTHUR (1)	--	+	+	25.0	--	25.0*	3.0	53	68	32	0	7.1
LAREDO CC (1)	--	--	--	--	35.5	35.5	4.1	153	47	82	6	10.4
LEE C (1)	--	--	--	--	38.0	38.0	6.0	137	42	0	10	12.9
MCLENNAN CC (1)	--	--	--	--	39.3	39.3	7.9	148	47	74	13	6.5
MIDLAND C (1)	--	--	--	--	35.6	35.6	0.5	67	34	0	13	9.1
MOUNTAIN VIEW C (1)	--	--	--	--	58.0	58.0	28.4	79	33	0	0	5.8
NAVARRO C (1)	--	--	--	--	32.3	32.3	5.3	62	48	0	21	8.2
NORTH HARRIS MONTGOMERY CC (1)	--	--	--	--	37.2	37.2	-0.4	258	50	74	9	5.8
NORTH LAKE C (1)	--	--	--	--	53.2	53.2	27.6	72	43	0	1	5.5
NORTHEAST TX CC (4)	--	--	--	--	37.9	37.9	--	37	46	0	10	--
ODESSA C (1)	46.5	38.0	34.9	33.4	--	38.5	0.4	99	39	23	28	6.0
PALO ALTO C (1)	--	--	35.7	34.2	--	35.0*	--	61	43	36	13	9.0
PANOLA C (1)	--	--	--	--	32.3	32.3	0.2	37	54	16	26	8.0
PARIS JR C (1)	--	--	--	--	31.4	31.4	3.1	50	58	50	21	--
RANGER C (1)	--	--	--	--	28.4	28.4	20.6	17	47	71	41	4.8
RICHLAND C (1)	--	--	--	--	56.9	56.9	27.4	158	45	0	1	5.7
SAN ANTONIO C (1)	47.0	42.5	37.7	32.4	--	41.9*	-	398	40	81	6	10.4
SAN JACINTO C-CENTRAL CAMPUS (5)	--	--	--	--	34.1	34.1	2.3	425	53	0	6	6.5
SAN JACINTO C-NORTH CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
SAN JACINTO C-SOUTH CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTH PLAINS C (1)	41.7	37.0	31.4	25.2	--	30.3	-1.0	215	45	51	8	9.1
SOUTHWEST TX JR C (1)	--	--	--	--	37.2	37.2	0.0	55	42	55	8	5.5
ST PHILIPS C (1)	45.7	41.9	37.6	32.9	--	37.4	7.7	156	41	70	9	10.0

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
TARRANT COUNTY JR C (1)	43.2	42.3	39.3	33.9	--	39.9	2.0	445	49	57	5	9.4
TEMPLE JR C (1)	--	--	--	--	35.8	35.8	2.3	60	45	85	18	8.1
TEXARKANA C (1)	39.8	34.7	32.8	31.2	--	36.4	6.3	80	48	88	27	6.4
TX SOUTHMOST C (2)	--	--	--	--	--	--	--	--	--	--	--	--
TX STATE TECH C-AMARILLO CAMPUS (1)	--	--	--	--	27.7	27.7*	--	4	75	0	93	--
TX STATE TECH C-HARLINGEN CAM (1)	--	--	--	--	26.2	26.2	5.7	49	41	0	70	8.7
TX STATE TECH C-SWEETWATER CAM (1)	--	--	--	--	33.0	33.0	0.2	9	33	0	88	8.2
TX STATE TECH C-WACO CAMPUS (1)	--	--	--	--	27.7	27.7	4.6	26	12	0	91	8.7
TRINITY VALLEY CC (1)	--	--	--	--	34.8	34.8	3.1	92	45	0	24	6.5
TYLER JR C (1)	--	--	--	--	35.2	35.2	5.5	160	51	0	14	7.6
VERNON REGIONAL JR C (1)	--	--	--	--	32.9	32.9	5.2	30	37	0	42	--
VICTORIA C (1)	--	--	--	--	38.7	38.7	3.2	64	27	78	35	9.0
WEATHERFORD C (1)	--	--	--	--	35.4	35.4	--	43	44	12	20	0.0
WESTERN TX C (1)	40.1	34.0	30.8	26.1	--	32.2*	--	42	24	0	13	6.4
WHARTON COUNTY JR C (1)	--	--	--	--	35.1	35.1	0.1	65	37	0	36	9.1
BA												
TX A&M U-GALVESTON (1)	50.7	35.3	36.6	29.4	--	34.8*	--	41	20	39	35	9.7
U OF HOUSTON-DOWNTOWN (1)	48.7	40.5	33.6	26.8	--	35.8*	4.7	146	40	49	5	9.7
BA+												
ANGELO STATE U (1)	48.4	42.5	36.9	27.7	--	39.6	4.3	176	39	56	2	11.9
EAST TX STATE U-TEXAKKANA (1)	48.6	36.5	+	28.2	--	44.2*	3.3	32	31	63	0	9.4
MIDWESTERN STATE U (1)	50.3	42.4	36.2	26.6	--	40.2*	--	150	36	50	8	10.7
PRAIRIE VIEW A&M U (1)	46.7	39.7	34.5	30.3	--	35.6*	8.7	188	31	34	19	10.9
SOUTHWEST TX STATE U (1)	48.1	40.6	32.7	25.7	--	37.3	5.3	610	37	51	5	7.6
SUL ROSS STATE U (1)	43.9	36.5	31.0	26.2	--	34.8*	--	88	22	47	7	10.6
TARLETON STATE U (1)	43.2	39.2	34.6	26.9	--	34.4*	10.3	174	34	43	15	10.6
TX A&M INT'L U (1)	44.0	44.5	38.0	--	--	41.2*	--	43	23	47	10	11.8
U OF TX AT BROWNSVILLE (5)	44.3	39.0	34.9	31.2	--	36.4*	--	172	41	71	13	9.6
U OF TX AT TYLER (1)	51.9	42.3	35.9	30.8	--	41.2	6.0	128	48	55	3	12.5
U OF TX OF THE PERMIAN BASIN (1)	46.0	39.3	34.8	32.3	--	38.5*	--	76	28	43	0	6.7
U OF TX-PAN AMER AT EDINBURG (1)	50.3	42.6	34.3	27.2	+	36.9*	5.8	369	34	45	0	10.0
U OF HOUSTON-CLEAR LAKE (1)	55.9	47.9	41.0	30.1	--	46.8*	--	171	39	65	2	12.2
U OF HOUSTON-VICTORIA (1)	42.9	38.9	34.5	--	--	37.8*	-1.2	26	42	46	10	8.0
WEST TX STATE U (4)	48.8	41.2	35.2	27.6	--	38.8	--	153	33	54	17	--
Doctoral												
EAST TX STATE U (1)	49.3	38.5	35.3	31.0	--	42.1	12.2	234	28	68	6	11.8
LAMAR U-BEAUMONT (1)	48.5	38.1	33.6	25.4	--	36.1	-1.3	339	33	63	1	7.1
SAM HOUSTON STATE U (1)	49.5	40.1	34.1	28.7	--	40.8	1.9	356	28	65	2	9.0
STEPHEN F AUSTIN STATE U (1)	46.5	37.7	33.8	25.9	--	37.0	8.4	361	30	58	8	9.9
TX A & I U (1)	46.7	39.3	34.8	23.0	--	38.7	3.9	192	22	64	0	11.4
TX A&M U (1)	60.0	44.1	36.9	24.2	--	44.1*	--	720	21	61	53	12.2
TX A&M U-CORPUS CHRISTI (1)	47.4	39.5	33.4	29.0	--	40.1*	--	139	35	56	2	11.7
TX SOUTHERN U (1)	54.3	45.2	36.5	27.0	36.0	42.4*	--	298	39	64	10	21.5
TX TECH U (1)	60.7	42.6	36.5	26.3	--	46.7	7.1	721	22	67		12.7
TX TECH U HLTH SCIENCES CTR (1)	+	+	--	--	+	+*	--	4	75	50	94	18.3
TX WOMAN'S U (1)	49.8	39.9	34.0	28.9	--	38.8*	--	373	74	51	0	10.0
U OF TX AT ARLINGTON (1)	58.1	43.8	39.5	27.4	--	45.5	1.2	608	24	68	0	10.8
U OF TX AT AUSTIN (1)	73.2	47.6	43.2	35.8	--	57.7	3.8	2,099	24	68	0	13.5
U OF Tx AT DALLAS (1)	66.1	50.5	45.1	--	--	55.7*	--	207	12	70	0	13.5
U OF TX AT EL PASO (1)	52.2	41.7	36.5	26.3	--	40.4	2.1	423	27	54	0	13.7
U OF TX AT SAN ANTONIO (1)	54.5	43.9	36.7	--	--	44.1*	--	286	26	66	0	11.4
U OF TX HLTH SCIENCE CTR (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF TX HLTH SCI-SAN ANTONIO (1)	78.6	52.7	39.9	30.6	48.8	44.0*	--	68	94	31	83	10.0
U OF TX MED BRNCH-GALVESTON (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF TX SW MED CTR-DALLAS (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF HOUSTON-U PARK (1)	68.4	46.0	40.3	26.9	--	52.5*	--	847	23	67	6	11.6
U OF NORTH TX (1)	55.1	44.3	38.2	30.1	--	44.8*	--	751	26	61	0	9.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
Private Institutions												
AA												
JACKSONVILLE C-MAIN CAMPUS (1)	--	--	--	--	21.9	21.9	0.3	12	33	0	20	--
LON MORRIS C (1)	--	--	--	--	23.2	23.2	-4.1	20	55	20	0	8.2
BA												
AMBASSADOR C (1)	+	39.3	34.0	25.6	--	32.3*	-3.0	26	23	0	57	6.2
ARLINGTON BAPTIST C (1)	--	--	--	--	--	--	--	0	--	--	100	--
DALLAS CHRISTIAN C (1)	24.8	-	--	--	--	24.8*	--	4	25	0	0	8.3
HOWARD PAYNE U (1)	32.2	29.3	27.6	25.4	--	29.1	-0.8	62	39	15	26	7.8
INDEPENDENT BAPTIST C (1)	--	--	--	--	--	--	--	0	--	--	100	--
INT'L BIBLE C (4)	--	--	--	--	--	--	--	0	--	--	--	--
JARVIS CHRISTIAN C (1)	31.9	25.8	25.1	20.4	--	25.1*	3.5	35	20	9	0	3.7
MCMURRY U (1)	37.8	32.4	30.0	26.0	--	33.4	1.2	71	25	65	0	--
NORTHWOOD U (1)	+	31.5	+	--	--	31.5*	3.7	10	30	0	0	--
SCHREINER C (1)	35.6	30.7	25.7	22.1	--	28.6*	-0.3	35	37	26	13	6.3
SW ASSEMBLIES OF GOD C (1)	28.7	25.0	+	19.2	--	25.7*	--	17	47	47	0	7.7
SOUTHWESTERN CHRISTIAN C (4)	--	+	18.0	--	--	18.0*	--	13	31	100	0	--
SOUTHWESTERN U (1)	62.3	47.0	36.8	31.2	--	46.7*	--	85	34	55	2	11.7
TX CHIROPRACTIC C (1)	--	--	--	--	--	--	--	0	--	--	100	--
TX C (1)	28.4	24.1	21.6	19.1	--	21.8*	--	38	32	0	0	4.1
TX LUTHERAN C (1)	45.8	40.1	31.3	25.4	--	36.8*	--	60	32	65	0	8.5
WILEY C (1)	--	26.4	25.6	20.3	--	23.7*	--	25	24	0	29	--
BA+												
AMBER U (1)	--	--	--	--	--	--	--	0	--	--	100	--
AUSTIN C (1)	51.7	39.8	31.6	28.7	--	42.5*	--	80	20	68	5	10.1
BAYLOR C OF DENTISTRY (1)	--	--	--	--	--	--	--	0	--	--	100	--
CONCORDIA LUTHERAN C (1)	--	--	--	--	--	--	--	0	--	--	100	--
CRISWELL C (1)	--	--	--	--	--	--	--	0	--	--	100	--
DALLAS BAPTIST U (1)	39.3	32.9	29.5	--	--	34.1*	4.4	39	49	15	39	8.6
EAST TX BAPTIST U (1)	37.7	31.7	32.5	25.5	--	33.2*	--	54	28	26	2	7.9
EPISCOPAL THEOL SEM OF THE SW (1)	--	--	--	--	--	--	--	0	--	--	100	--
HARDIN-SIMMONS U (1)	37.6	31.1	29.5	24.0	--	32.8	-1.6	82	29	70	2	7.0
HOUSTON BAPTIST U (1)	39.7	37.5	32.2	[illegible]	--	34.7	--	86	44	1	23	6.0
HUSTON-TILLOTSON C (1)	30.5	26.9	26.4	21.7	--	26.5	-2.2	38	47	24	5	3.5
INCARNATE WORD C (1)	35.0	29.7	32.2	27.5	--	31.2*	-5.1	106	58	39	22	7.5
LETOURNEAU U (1)	40.4	34.3	31.7	28.1	--	34.9*	--	50	8	64	0	10.0
LUBBOCK CHRISTIAN U (1)	35.5	29.3	26.0	25.3	--	29.9*	--	62	37	47	0	6.9
OBLATE SCHL OF THEOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
SAINT EDWARDS U (1)	46.8	38.5	33.1	--	--	38.1*	3.2	82	33	32	1	--
SOUTHWESTERN ADVENTIST C (1)	--	--	--	--	--	--	--	0	--	--	100	--
TX WESLEYAN U (1)	45.6	53.6	29.8	27.4	--	43.9	11.9	96	26	53	0	10.5
TRINITY U (1)	69.6	47.7	38.8	--	--	55.1*	3.9	216	22	73	0	13.9
U OF CENTRAL TX (1)	--	--	--	--	--	--	--	0	--	--	100	--
U OF MARY HARDIN BAYLOR (1)	39.0	33.2	27.5	-	--	33.6*	5.4	73	45	32	5	8.0
WAYLAND BAPTIST U (1)	35.4	30.6	26.1	23.5	--	28.6	2.0	44	36	5	33	7.4
Doctoral												
ABILENE CHRISTIAN U (1)	42.4	37.0	33.9	24.4	--	37.5	6.0	160	18	64	0	11.4
AUSTIN PRESBYTERIAN THEOL SEM (1)	55.1	47.5	41.9	--	--	49.1*	1.0	16	13	44	0	--
BAYLOR U (1)	61.9	47.4	39.7	31.1	--	47.7	4.8	601	33	56	0	13.1
DALLAS THEOL SEM (1)	39.2	37.9	32.4	--	--	38.2*	--	42	2	71	0	9.3
OUR LADY OF THE LAKE U-SAN ANTONIO (1)	49.6	40.2	34.8	27.0	--	38.6*	--	89	46	29	12	6.1
RICE U (1)	80.9	54.8	48.1	34.9	--	66.5*	--	422	18	73	0	15.7
SAINT MARYS U (1)	65.2	47.4	38.3	26.1	--	50.5*	--	169	26	41	0	8.3
SOUTHERN METHODIST U (1)	73.3	50.5	46.3	25.7	--	55.1*	--	483	23	63	0	13.4
SOUTHWESTERN BAPTIST THEOL SEM (4)	78.2	53.6	45.2	31.0	--	61.5*	--	165	25	65	14	--
TX CHRISTIAN U (1)	65.4	47.7	42.3	37.1	--	51.2*	--	335	33	64	0	12.1
U OF DALLAS (1)	46.2	40.2	32.9	--	25.8	36.8*	--	86	26	58	20	8.6
U OF SAINT THOMAS (1)	45.3	43.0	33.5	--	--	40.4*	--	89	40	62	2	7.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
UTAH												
Public Institutions												
AA												
C OF EASTERN UT (1)	--	--	--	--	31.4	31.4	4.8	67	27	31	7	11.3
DIXIE C (1)	--	--	--	--	30.6	30.6	-3.5	75	31	52	0	12.3
SALT LAKE CC (1)	37.6	33.6	30.6	28.0	--	31.3	2.7	276	45	33	3	12.1
SNOW C (1)	42.1	36.9	31.0	25.2	--	31.6*	1.5	82	22	41	0	13.1
BA												
UT VALLEY STATE C (1)	34.7	32.2	33.0	29.8	--	32.3	3.0	209	30	44	1	13.1
BA+												
SOUTHERN UT U (1)	42.1	34.9	29.0	23.9	--	33.4*	--	147	24	50	0	12.4
WEBER STATE U (1)	48.4	39.0	34.0	26.7	29.6	39.0*	--	441	35	50	4	12.9
Doctoral												
U OF UT (1)	61.5	43.4	38.7	30.0	--	50.1*	--	798	28	68	7	15.5
UT STATE U (1)	48.2	39.5	35.8	28.4	--	39.2	3.8	413	27	57	29	14.0
Private Institutions												
AA												
LATTER DAY SAINTS BUSINESS C (1)	--	--	--	--	33.2	33.2	2.1	11	55	0	15	9.9
BA+												
WESTMINSTER C OF SALT LAKE CITY (1)	44.2	36.7	32.3	25.7	--	35.4	6.4	83	49	0	0	8.9
Doctoral												
BRIGHAM YOUNG U (1)	59.3	45.2	38.1	29.7	32.1	47.6	--	1,035	17	64	25	17.3
VERMONT												
Public Institutions												
AA												
VT TECH C (1)	40.8	33.7	27.4	--	--	33.1*	--	55	25	58	2	12.7
BA+												
CASTLETON STATE C (1)	43.2	35.6	30.3	--	--	35.9*	3.1	88	32	59	2	12.5
JOHNSON STATE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
LYNDON STATE C (1)	43.3	36.6	29.3	--	--	36.4*	--	57	23	68	0	13.5
Doctoral												
U OF VT & STATE AGRL COLL (1)	60.3	44.7	36.9	29.7	32.7	45.7	-1.8	516	33	64	7	13.4
Private Institutions												
AA												
LANDMARK C (1)	--	--	--	--	20.1	20.1	1.6	30	60	0	64	6.6
STERLING C (1)	--	--	--	--	17.0	17.0*	--	5	40	0	0	4.0
BA												
CHAMPLAIN C (1)	40.6	36.6	31.6	--	+	36.2*	4.0	50	50	0	0	11.3
GREEN MOUNTAIN C (1)	41.9	35.6	30.9	24.9	--	34.3*	--	35	34	0	0	--
SOUTHERN VT C (1)	--	--	--	--	22.3	22.3	-6.1	20	45	0	9	5.4
BA+												
BENNINGTON C (1)	--	--	--	--	36.5	36.5	-4.9	51	31	61	0	7.3
C OF ST JOSEPH (1)	+	+	27.6	--	--	27.6*	3.9	13	31	0	13	9.6
GODDARD C (1)	--	--	--	--	--	--	--	0	--	--	100	--
MARLBORO C (1)	--	--	--	--	27.4	27.4	-1.1	33	33	70	0	--
NORWICH U (1)	42.3	35.6	29.7	--	--	37.2*	--	146	26	74	0	10.7
ST MICHAELS C (1)	50.1	41.4	34.4	--	23.3	40.7*	--	122	30	68	0	13.6
SCHL FOR INT'L TRAINING (1)	+	+	+	26.4	--	26.4*	--	13	85	0	73	5.9
TRINITY C (1)	36.8	34.0	29.9	--	--	33.1*	0.6	40	50	0	0	--
Doctoral												
MIDDLEBURY C (1)	67.8	46.9	39.8	36.8	--	51.2*	--	182	34	55	0	13.9
VIRGINIA												
Public Institutions												
AA												
BLUE RIDGE CC (1)	41.0	38.4	31.1	27.7	--	34.8*	2.1	36	42	11	8	9.1
CENTRAL VA CC (1)	43.1	38.5	33.0	--	--	37.6*	--	61	41	13	0	9.6

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. #)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
DABNEY S LANCASTER CC (1)	+	41.7	32.1	27.4	--	32.9*	2.8	29	45	24	6	9.0
DANVILLE CC (1)	40.8	35.4	33.1	28.2	--	34.9*	--	54	28	20	0	9.1
EASTERN SHORE CC (1)	--	+	29.5	26.0	--	28.4*	0.1	13	38	8	13	8.3
GERMANNA CC (1)	47.0	35.0	31.7	26.2	--	34.3*	--	38	53	3	3	9.1
J SARGEANT REYNOLDS CC (1)	42.9	38.3	33.3	28.0	--	36.0	-1.2	150	43	1	0	9.4
JOHN TYLER CC (1)	41.0	35.6	32.3	29.5	--	33.9*	--	65	51	12	0	9.0
LORD FAIRFAX CC (1)	38.1	34.3	30.0	--	--	32.7*	--	39	31	0	0	8.7
MOUNTAIN EMPIRE CC (1)	40.2	36.3	32.6	28.1	--	34.1*	2.0	49	33	0	0	9.0
NEW RIVER CC (1)	46.0	38.3	31.7	28.0	--	33.0*	--	60	50	8	0	8.9
NORTHERN VA CC (1)	44.1	39.5	34.5	30.3	--	37.9	1.6	483	51	8	0	9.7
PATRICK HENRY CC (1)	37.6	35.8	33.8	26.5	--	32.5*	3.9	34	50	0	0	8.8
PAUL D CAMP CC (1)	41.5	36.4	32.3	--	--	35.5*	1.2	24	33	0	0	9.1
PIEDMONT VA CC (1)	40.5	36.2	31.0	--	--	35.4*	--	52	54	0	5	9.2
RAPPAHANNOCK CC (1)	--	40.7	31.9	27.1	--	33.9*	1.3	27	44	0	0	8.9
RICHARD BLAND C OF WLM & MARY (1)	43.1	36.9	+	--	--	38.6*	--	32	34	84	0	9.1
SOUTHSIDE VA CC (1)	+	34.1	32.1	25.5	+	31.5*	-0.1	48	46	0	8	8.6
SOUTHWEST VA CC (1)	40.1	39.2	34.0	28.7	--	35.3*	--	64	38	11	23	9.3
THOMAS NELSON CC (1)	41.5	37.9	32.7	27.6	--	34.8	0.0	106	42	9	0	9.1
TIDEWATER CC (1)	39.9	36.5	31.2	27.3	+	34.5*	--	247	44	2	7	9.1
VA HIGHLANDS CC (1)	37.8	35.8	32.1	28.3	--	34.5*	--	58	52	5	0	9.1
VA WESTERN CC (1)	42.4	38.0	34.5	28.4	+	36.9*	--	92	46	18	2	9.5
WYTHEVILLE CC (1)	41.5	36.0	30.6	25.7	--	33.7	1.1	51	49	20	0	8.9
BA												
U OF VA-CLINCH VALLEY C (1)	43.9	35.2	31.3	20.2	--	35.5*	--	55	33	51	5	9.0
VA MILITARY INST (1)	53.6	45.0	36.4	--	--	47.5*	3.3	92	9	66	2	12.3
BA+												
CHRISTOPHER NEWPORT U (1)	50.9	44.2	36.3	29.1	--	41.2	2.2	166	34	46	0	10.3
JAMES MADISON U (1)	51.5	44.6	36.5	28.3	--	43.5	3.2	470	31	67	7	11.1
LONGWOOD C (1)	48.7	42.0	33.6	30.0	--	39.3	1.5	150	33	59	0	10.4
MARY WA C (1)	47.9	39.8	32.6	30.8	--	40.2*	--	151	33	64	4	11.8
NORFOLK STATE U (1)	49.1	42.7	35.5	28.3	--	40.8*	--	267	46	39	10	11.1
RADFORD U (1)	48.8	39.3	35.0	27.1	--	40.3	0.8	394	40	59	0	9.7
VA STATE U (1)	45.3	41.5	37.9	30.3	--	39.7	4.7	149	34	53	22	12.2
Doctoral												
C OF WILLIAM & MARY (1)	66.3	48.2	37.4	27.6	--	51.0	0.4	410	29	62	13	12.2
GEORGE MASON U (1)	73.3	52.3	43.3	32.2	--	55.2	2.1	592	31	66	10	12.4
OLD DOMINION U (1)	59.3	44.7	37.4	30.7	+	44.8*	--	587	28	60	8	11.2
U OF VA-MAIN CAMPUS (1)	72.4	48.4	41.3	35.6	--	56.7	3.4	846	22	68	13	14.0
VA COMMONWEALTH U (1)	60.4	47.8	38.8	30.4	--	48.5	2.2	533	32	70	32	11.3
VA POLYTECH INST & STATE UNIV (1)	67.0	47.2	42.0	24.6	--	51.5	2.0	979	22	71	34	11.4
Private Institutions												
AA												
COMM HOSP OF ROANOKE VALLEY COLL OF HLTH SCI (1)	+	34.1	30.1	--	--	31.2*	9.0	14	86	0	46	5.2
JOHNSON & WALES U-NORFOLK (1)	--	--	+	24.3	--	24.3*	--	10	30	0	0	4.8
SOUTHERN VA C FOR WOMEN (1)	--	--	--	--	21.9	21.9	-18	11	64	0	8	2.1
BA												
ATLANTIC BAPTIST BIBLE C INC (4)	--	--	--	--	--	--	--	0	--	--	--	--
BLUEFIELD C (1)	38.0	34.5	29.4	25.1	--	31.0*	--	34	21	100	0	0.0
BRIDGEWATER C (1)	45.1	39.1	33.2	26.4	--	38.5*	--	60	18	73	3	9.6
CHRISTENDOM C (1)	--	39.3	29.2	--	--	33.2*	--	12	17	0	0	--
EMORY & HENRY C (1)	44.2	35.8	29.6	--	--	36.8*	--	54	24	67	0	7.5
FERRUM C (1)	41.5	34.2	29.9	24.3	--	35.3	6.7	69	39	77	0	7.7
HAMPDEN-SYDNEY C (1)	53.2	39.7	33.9	27.5	--	41.8*	--	80	19	65	0	8.6
LIFE BIBLE C-EAST (1)	--	--	--	--	--	--	--	0	--	--	100	--
RANDOLPH-MACON C (1)	52.5	39.5	31.3	27.4	--	40.2*	4.6	79	32	63	0	--
ROANOKE C (1)	49.4	40.8	33.8	--	--	41.2	4.9	92	37	73	0	11.4
SAINT PAULS C (1)	31.4	30.9	28.0	25.3	--	28.8*	8.0	31	19	39	6	6.9
SWEET BRIAR C (1)	54.0	40.9	35.2	--	--	45.5*	--	62	53	82	0	--
VA INTERMONT C (1)	33.2	31.9	27.9	--	--	30.7*	--	35	43	49	5	5.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
VA WESLEYAN C (1)	52.7	43.2	35.6	36.7	--	43.6	6.8	72	33	43	0	10.3
WA & LEE U (1)	73.5	53.8	47.2	--	--	64.4	3.7	165	16	81	0	14.4
BA+												
AVERETT C (1)	37.2	31.9	28.1	--	--	33.2*	8.1	48	31	63	0	7.2
EASTERN MENNONITE C & SEM (1)	38.7	33.5	28.6	25.1	--	32.6*	3.1	69	29	59	0	8.1
HOLLINS C (1)	49.8	39.8	30.6	--	--	39.3*	-1.9	71	41	63	0	9.6
INST OF TEXTILE TECHNOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
LYNCHBURG C (1)	46.5	39.2	31.7	26.5	--	39.5	2.5	125	36	68	0	9.1
MARY BALDWIN C (1)	46.1	37.7	31.0	--	--	37.2*	--	56	43	54	21	--
MARYMOUNT U (1)	49.0	41.0	36.6	--	--	42.6	7.6	92	62	47	18	7.2
RANDOLPH-MACON WOMAN'S C (1)	49.5	41.1	33.7	--	--	41.2*	--	65	48	66	0	10.3
ROCKINGHAM MEMORIAL HOSPITAL SCHL OF MED TECHNOLOGY (1)	--	--	--	--	--	--	--	0	--	--	100	--
SHENANDOAH U (1)	43.6	38.2	32.1	--	--	38.2*	--	65	42	23	27	7.6
U OF RICHMOND (1)	71.1	55.0	41.8	--	--	56.5	1.4	222	28	67	0	13.6
Doctoral												
HAMPTON U (1)	45.7	37.1	32.3	26.6	--	34.9*	--	267	45	30	12	4.2
LIBERTY U (1)	40.4	34.5	28.4	23.3	--	33.4*	3.0	143	36	0	15	4.6
PRESBY SCHL OF CHRISTIAN ED (1)	44.9	+	+	--	--	44.9*	7.6	9	56	89	0	10.9
PROTESTANT EPISC THEOL SEM IN VA (1)	--	--	--	--	--	--	--	0	--	--	100	--
REGENT U (1)	50.7	41.7	39.7	--	--	45.3*	--	60	10	65	0	9.3
UNION THEOL SEM IN VA (1)	--	--	--	--	--	--	--	0	--	--	100	--
VA UNION U (1)	41.0	35.1	26.4	21.2	--	28.0*	--	78	45	19	0	4.5
WASHINGTON												
Public Institutions												
AA												
BELLEVUE CC (1)	--	--	--	--	38.9	38.9	5.5	109	46	69	0	10.5
BIG BEND CC (1)	--	--	--	--	38.1	38.1	3.1	42	36	81	0	10.4
CENTRALIA C (1)	--	--	--	--	38.0	38.0	6.1	62	34	87	5	10.5
CLARK C (1)	--	--	--	--	37.0	37.0	3.2	125	45	82	0	10.2
COLUMBIA BASIN C (1)	--	--	--	--	36.6	36.6	2.5	70	36	73	1	10.0
EDMONDS CC (1)	--	--	--	--	38.4	38.4	3.7	93	48	75	25	10.2
EVERETT CC (1)	--	--	--	--	38.0	38.0	3.7	98	39	94	0	10.8
GRAYS HARBOR C (1)	--	--	--	--	36.9	36.9	2.1	45	36	62	0	10.1
GREEN RIVER CC (1)	--	--	--	--	40.9	40.9	2.4	105	31	80	0	11.0
HIGHLINE CC (1)	--	--	--	--	37.9	37.9	4.1	113	42	88	0	10.5
LOWER COLUMBIA C (1)	--	--	--	--	37.3	37.3	4.8	72	39	79	0	--
NORTH SEATTLE CC (1)	--	--	--	--	36.9	36.9	3.9	102	46	75	0	10.0
OLYMPIC C (1)	--	--	--	--	38.3	38.3	3.2	81	42	80	7	10.4
PENINSULA C (1)	--	--	--	--	35.8	35.8	0.6	43	35	63	17	10.2
PIERCE C (1)	--	--	--	--	35.9	35.9	3.6	87	41	86	1	10.5
RENTON TECH C (1)	--	--	--	--	35.4	35.4	-0.5	64	47	69	0	9.7
SEATTLE CENTRAL CC (1)	--	--	--	--	36.8	36.8	5.2	142	52	64	0	10.1
SEATTLE CC-SOUTH CAMPUS (1)	--	--	--	--	37.0	37.0	3.3	71	24	80	0	10.2
SHORELINE CC (1)	--	--	--	--	39.1	39.1	2.9	139	50	86	0	10.7
SKAGIT VALLEY C (1)	--	--	--	--	35.5	35.5	4.2	81	46	79	0	10.0
SOUTH PUGET SOUND CC (1)	--	--	--	--	35.3	35.3	5.3	63	49	71	0	9.9
SPOKANE CC (1)	--	--	--	--	38.3	38.3	4.3	188	38	93	0	11.2
SPOKANE FALLS CC (1)	--	--	--	--	37.9	37.9	4.1	130	38	82	0	11.2
TACOMA CC (1)	--	--	--	--	39.2	39.2	4.2	79	44	77	0	10.4
WALLA WALLA CC (1)	--	--	--	--	36.3	36.3	5.4	78	44	73	13	10.0
WENATCHEE VALLEY C (1)	--	--	--	--	34.7	34.7	5.9	51	43	92	0	10.0
WHATCOM CC (1)	--	--	--	--	34.1	34.1	5.3	29	55	76	0	9.7
YAKIMA VALLEY CC (1)	--	--	--	--	40.3	40.3	3.9	90	42	76	0	10.8
BA+												
CENTRAL WA U (1)	49.8	38.5	33.1	28.6	--	43.0	0.7	302	25	75	0	10.5
EASTERN WA U (1)	48.0	40.6	35.2	22.4	--	43.1*	--	340	26	68	2	10.6
EVERGREEN STATE C (1)	--	--	--	--	43.0	43.0	3.1	154	37	0	0	--
U OF WA-BOTHELL BRANCH (1)	+	+	34.0	--	--	34.0*	2.8	16	38	25	16	10.2

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
U OF WA-TACOMA BRANCH (1)	51.0	+	33.4	--	--	39.8*	--	16	38	50	16	10.6
WESTERN WA U (1)	53.7	44.4	37.5	33.7	--	46.3	3.1	382	26	76	1	11.2
Doctoral												
U OF WA (1)	67.7	48.0	42.0	38.1	26.8	55.2*	3.0	1,370	25	72	28	13.1
WA STATE U (1)	60.0	44.8	39.5	25.7	--	46.6*	--	697	28	60	28	10.5
Private Institutions												
AA												
HOLY FAMILY HOSP SCHL OF RADIOLOGIC TECHN (4)	--	--	--	--	--	--	--	0	--	--	--	--
BA												
COGSWELL C NORTH (1)	--	--	+	--	--	+ *	--	1	100	0	80	--
CORNISH C OF THE ARTS (1)	--	--	--	--	20.2	20.2	0.0	10	40	0	0	4.0
NW C OF THE ASSEMBLIES OF GOD (1)	37.8	32.4	28.9	--	--	32.4*	--	29	24	55	12	--
PUGET SOUND CHRISTIAN C (1)	+	25.0	+	--	--	25.0*	5.9	6	17	100	0	--
WHITMAN C (1)	56.8	45.1	37.2	--	--	47.8*	--	93	23	77	0	12.6
BA+												
ANTIOCH U-SEATTLE BRANCH (1)	--	--	--	--	--	--	--	0	--	--	100	--
BASTYR C (1)	--	--	--	--	--	--	--	0	--	--	100	--
CITY U (1)	--	--	--	--	--	--	--	0	--	--	100	--
HERITAGE C (1)	--	+	+	--	--	+ *	12.1	7	43	0	75	--
LUTHERAN BIBLE INST OF SEATTLE (1)	--	--	--	--	--	--	--	0	--	--	100	--
NORTHWEST BAPTIST SEM (1)	--	--	--	--	--	--	--	0	--	--	100	--
PACIFIC LUTHERAN U (1)	49.1	40.8	35.1	--	--	41.9	3.2	219	36	68	4	10.4
SAINT MARTINS C (1)	37.8	33.4	30.4	--	--	32.4*	--	51	27	63	0	7.6
U OF PUGET SOUND (1)	62.3	46.9	38.9	--	--	51.6	5.6	175	32	63	0	13.7
WALLA WALLA C (1)	33.3	31.4	30.0	26.6	--	31.2*	2.8	117	28	58	0	6.8
WA BAPTIST C OF BIBLICAL EDUC (4)	--	--	--	--	--	--	--	0	--	--	--	--
WHITWORTH C (1)	43.6	35.9	29.7	24.0	--	35.9	1.0	76	30	55	18	7.2
Doctoral												
FULLER THEOL SEM IN WA (2)	--	--	--	--	--	--	--	--	--	--	--	--
GONZAGA U (1)	61.1	43.1	35.7	29.0	--	42.8	5.8	230	28	47	8	9.0
SEATTLE PACIFIC U (1)	45.7	38.8	33.5	25.9	+	39.1*	--	144	37	58	0	11.4
SEATTLE U (1)	56.5	47.7	41.1	31.2	--	45.9	2.7	230	35	53	3	10.0
WEST VIRGINIA												
Public Institutions												
AA												
POTOMAC STATE C OF WV U (1)	39.8	32.4	25.1	19.0	--	32.1*	5.7	34	26	71	13	8.4
SOUTHERN WV CC (1)	40.6	31.9	26.4	21.8	--	27.5*	--	55	49	51	0	6.9
WV NORTHERN CC (1)	37.6	28.7	23.3	20.6	--	29.6*	--	63	60	65	5	7.4
BA												
BLUEFIELD STATE C (1)	40.9	31.5	26.8	23.1	--	31.0	7.3	91	40	54	0	7.9
CONCORD C (1)	40.0	34.2	28.5	24.1	--	32.7	6.5	90	30	46	4	11.9
FAIRMONT STATE C (1)	43.2	36.2	31.7	28.5	--	36.1	6.0	173	34	71	5	8.7
GLENVILLE STATE C (1)	39.6	32.0	29.9	25.5	--	31.0*	--	72	36	49	4	7.3
SHEPHERD C (1)	42.6	35.3	31.3	30.2	--	34.9*	6.9	115	31	62	2	--
WEST LIBERTY STATE C (1)	41.7	32.7	23.5	24.7	--	34.1*	5.6	130	34	72	0	7.9
WV STATE C (1)	37.1	31.5	26.5	21.3	--	28.1*	--	133	45	41	4	7.8
WV U AT PARKERSBURG (1)	37.9	30.8	29.4	17.1	--	30.9	-0.1	73	41	67	1	7.2
BA+												
WV GRAD C (1)	52.9	41.6	33.3	--	--	45.3*	6.4	44	41	66	15	9.1
WV INST OF TECHNOLOGY (1)	40.8	33.7	29.7	25.3	--	35.5*	--	130	28	72	5	8.3
Doctoral												
MARSHALL U (1)	47.7	39.1	30.9	24.9	--	39.0	7.9	391	35	63	2	8.7
WV U (1)	54.4	43.1	36.3	25.2	--	43.7*	--	696	28	57	22	8.8
Private Institutions												
BA												
APPALACHIAN BIBLE C (1)	--	--	--	--	--	--	--	0	--	--	100	--
BETHANY C (1)	39.2	34.8	28.6	--	--	33.6*	--	50	34	66	0	9.3

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
DAVIS & ELKINS C (1)	35.9	28.7	25.9	24.8	--	29.0*	--	55	44	47	0	--
OH VALLEY C (1)	32.2	26.8	23.6	--	--	27.5*	--	14	29	50	13	5.6
THE C OF WV (1)	--	--	--	--	29.0	29.0	6.3	32	47	0	14	6.3
BA+												
ALDERSON BROADDUS C (1)	32.3	31.5	27.4	25.9	--	29.0*	--	57	46	40	10	8.7
SALEM-TEIKYO U (1)	--	--	--	--	--	--	--	0	--	--	100	--
THE U OF CHARLESTON (1)	38.1	34.6	32.7	29.5	--	33.2	3.7	60	63	15	10	6.1
WV WESLEYAN C (1)	44.1	38.3	33.9	26.9	--	38.3	3.6	74	39	55	0	--
WHEELING JESUIT C (1)	40.4	35.4	26.7	25.9	--	30.8*	--	62	37	48	5	6.4
WISCONSIN												
Public Institutions												
AA												
BLACKHAWK TECH C (1)	--	--	--	--	41.5	41.5	10.2	91	49	0	0	13.7
CHIPPEWA VALLEY TECH C (1)	--	--	--	--	42.0	42.0	4.9	160	43	0	11	13.8
FOX VALLEY TECH C (1)	--	--	--	--	41.2	41.2	9.2	202	47	0	27	14.0
GATEWAY TECH C (1)	--	--	--	--	43.7	43.7	7.0	232	56	0	0	18.1
LAKESHORE VOC/TECH ADLT ED DIST (1)	--	--	--	--	43.7	43.7	6.2	95	44	0	9	15.3
MID-STATE TECH C-MAIN CAMPUS (1)	--	--	--	--	41.5	41.5	6.7	69	41	0	5	14.3
MILWAUKEE AREA TECH C (1)	--	--	--	--	50.1	50.1	5.5	612	45	0	0	17.5
MORAINE PARK TECH C (1)	--	--	--	--	42.1	42.1	4.8	125	46	0	10	14.4
NICOLET VOC/TECH ADLT ED DIST (1)	--	--	--	--	40.7	40.7	18.1	60	48	100	22	13.7
NORTHCENTRAL TECH C (1)	--	--	--	--	43.8	43.8	4.8	140	41	0	0	13.7
NORTHEAST WI TECH C (1)	--	--	--	--	42.6	42.6	3.7	195	39	0	13	13.3
SOUTHWEST WI TECH C (4)	48.7	42.8	+	--	45.3	45.4*	--	31	39	45	9	--
U OF WI CTRS (1)	46.4	39.1	32.1	27.8	--	37.7*	--	346	27	77	0	11.6
WAUKESHA COUNTY TECH C (1)	--	--	--	--	44.1	44.1	−1.5	188	26	0	0	--
WESTERN WI TECH C (1)	--	--	--	--	39.1	39.1	−4.0	169	48	0	6	11.5
WI AREA VOC/TECH ADULT ED DIST 4 (1)	--	--	--	--	45.2	45.2	0.3	396	44	0	0	16.4
WI INDIANHEAD TECH C (1)	--	--	--	--	40.1	40.1	9.6	132	34	0	0	12.3
BA+												
U OF WI-EAU CLAIRE (1)	48.9	41.0	37.2	30.0	--	42.8	2.7	414	27	76	1	12.6
U OF WI-GREEN BAY (1)	49.7	41.7	35.6	30.0	--	41.8	1.3	155	28	68	1	12.4
U OF WI-LA CROSSE (1)	51.2	42.2	38.4	30.9	--	42.9	1.5	365	29	71	1	12.6
U OF WI-OSHKOSH (1)	54.0	43.3	37.4	32.1	--	44.0*	2.0	351	31	68	1	12.8
U OF WI-PARKSIDE (1)	53.5	42.7	39.3	27.9	--	43.6*	--	162	28	64	1	12.7
U OF WI-PLATTEVILLE (1)	51.8	41.7	35.6	29.1	--	43.7	3.2	215	20	70	3	12.8
U OF WI-RIVER FALLS (1)	48.5	39.9	34.4	29.6	--	42.2*	--	229	30	71	4	12.5
U OF WI-STEVENS POINT (1)	51.2	42.2	35.2	31.4	--	43.3*	--	324	24	71	6	12.7
U OF WI-STOUT (1)	50.2	39.4	34.8	28.0	--	41.3*	--	298	29	66	1	12.3
U OF WI-SUPERIOR (1)	50.1	41.0	34.8	27.8	--	42.0*	--	99	23	68	1	12.4
U OF WI-WHITEWATER (1)	52.7	43.5	36.7	31.7	--	43.3*	--	375	30	68	1	12.7
Doctoral												
U OF WI-MADISON (1)	67.1	49.7	44.2	38.8	--	58.3	2.4	1,401	24	74	14	15.1
U OF WI-MILWAUKEE (1)	60.5	46.5	42.3	31.5	--	49.6*	--	77[illegible]	30	72	3	13.8
Private Institutions												
AA												
MADISON JR C OF BUSINESS (1)	--	--	--	--	--	--	--	0	--	--	100	--
BA												
ALVERNO C (1)	44.4	35.5	28.2	--	--	31.1*	--	111	71	46	3	--
BELLIN C OF NURSING (4)	48.4	+	+	--	--	48.4*	--	7	29	71	0	--
COLUMBIA C OF NURSING (1)	+	36.5	32.4	--	--	34.4*	--	14	93	36	0	5.8
MILWAUKEE INST OF ART DESIGN (1)	--	--	--	--	36.2	36.2	4.9	20	25	0	0	7.9
MOUNT SENARIO C (1)	+	28.6	21.1	--	--	22.4*	--	22	41	0	21	4.6
NORTHLAND BAPTIST BIBLE C (4)	+	+	+	--	--	+*	--	5	20	60	0	--
NORTHLAND C (1)	37.7	31.2	27.1	--	--	33.5*	--	40	20	70	0	7.0
RIPON C (1)	49.2	38.0	32.0	--	--	41.0*	--	69	25	67	0	11.2
WI LUTHERAN C (1)	36.6	33.5	27.7	--	--	30.2*	--	25	28	0	0	10.5

	Prof. ($)	Assc. ($)	Asst. ($)	Inst./ Lect. ($)	No Rank ($)	Avg. ($)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. ($)
BA+												
BELOIT C (1)	52.1	40.9	35.7	- -	- -	45.4*	- -	80	21	71	0	11.1
CARDINAL STRITCH C (1)	44.5	39.3	30.1	28.3	- -	35.0*	2.3	63	70	49	9	- -
CARROLL C (1)	41.7	36.2	33.4	- -	- -	37.5	- -	70	26	83	0	9.8
CARTHAGE C (1)	43.4	37.4	31.9	- -	- -	37.1	3.5	81	26	47	0	10.4
CONCORDIA U-WI (1)	41.2	39.2	34.0	26.9	28.4	34.6*	2.0	74	31	5	0	9.6
EDGEWOOD C (1)	41.0	36.7	30.3	- -	- -	36.6*	- -	58	50	64	2	7.7
LAKELAND C (1)	43.3	+	32.3	26.3	- -	33.4*	0.0	38	37	37	17	- -
LAWRENCE U (1)	57.2	42.5	36.4	30.9	- -	46.2*	- -	104	21	66	0	9.8
MARANATHA BAPTIST BIBLE C INC (1)	17.6	19.1	18.9	- -	- -	18.8*	- -	24	25	0	0	10.2
MARIAN C OF FOND DU LAC (1)	46.5	37.4	30.2	- -	- -	33.6*	2.1	65	49	49	8	9.3
MILWAUKEE SCHL OF ENGINEERING (1)	46.3	41.1	35.3	- -	- -	42.5	3.1	95	19	0	8	10.8
MOUNT MARY C (1)	39.3	32.5	28.2	24.8	- -	31.0*	- -	52	81	44	0	6.0
NASHOTAH HOUSE (1)	- -	- -	52.4	- -	- -	52.4*	- -	5	0	0	0	19.9
SACRED HEART SCHL OF THEOLOGY (1)	+	+	- -	- -	- -	+ *	- -	4	25	50	0	- -
SAINT NORBERT C (1)	54.6	44.5	35.3	31.7	- -	41.6*	- -	109	24	72	0	12.5
SILVER LAKE C (1)	- -	31.9	27.4	- -	- -	29.9*	- -	17	65	0	0	- -
VITERBO C (1)	41.4	35.8	30.4	25.2	- -	33.2*	3.7	73	52	53	0	7.8
Doctoral												
MARQUETTE U (1)	69.7	51.1	41.5	- -	- -	51.8*	- -	437	26	70	10	13.3
WI SCHL OF PROF PSYCH (4)	- -	- -	- -	- -	- -	- -	- -	0	- -	- -	- -	- -
WYOMING												
Public Institutions												
AA												
CASPER C (1)	- -	- -	- -	- -	32.5	32.5	3.7	148	43	78	5	8.1
CENTRAL WY C (1)	32.8	29.4	24.6	19.9	- -	27.6*	- -	43	51	0	0	7.0
EASTERN WY C (1)	- -	- -	- -	- -	32.2	32.2	4.1	34	29	76	11	8.3
LARAMIE COUNTY CC (1)	- -	- -	- -	- -	31.5	31.5	-3.3	76	49	0	4	8.8
NORTHWEST CC (1)	+	33.1	30.0	20.8	- -	28.4*	0.6	89	36	58	3	8.0
SHERIDAN C (1)	- -	- -	- -	- -	27.4	27.4	2.1	79	56	59	2	7.5
WESTERN WY CC (1)	42.1	37.6	28.9	24.5	- -	29.0*	-4.1	59	51	0	8	8.0
Doctoral												
U OF WY (1)	54.4	41.7	37.7	28.4	- -	44.9*	- -	511	22	63	14	10.4

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